

BI-ENNIAL REPORT
OF THE
Superintendent of Public
Instruction
OF THE
STATE OF FLORIDA

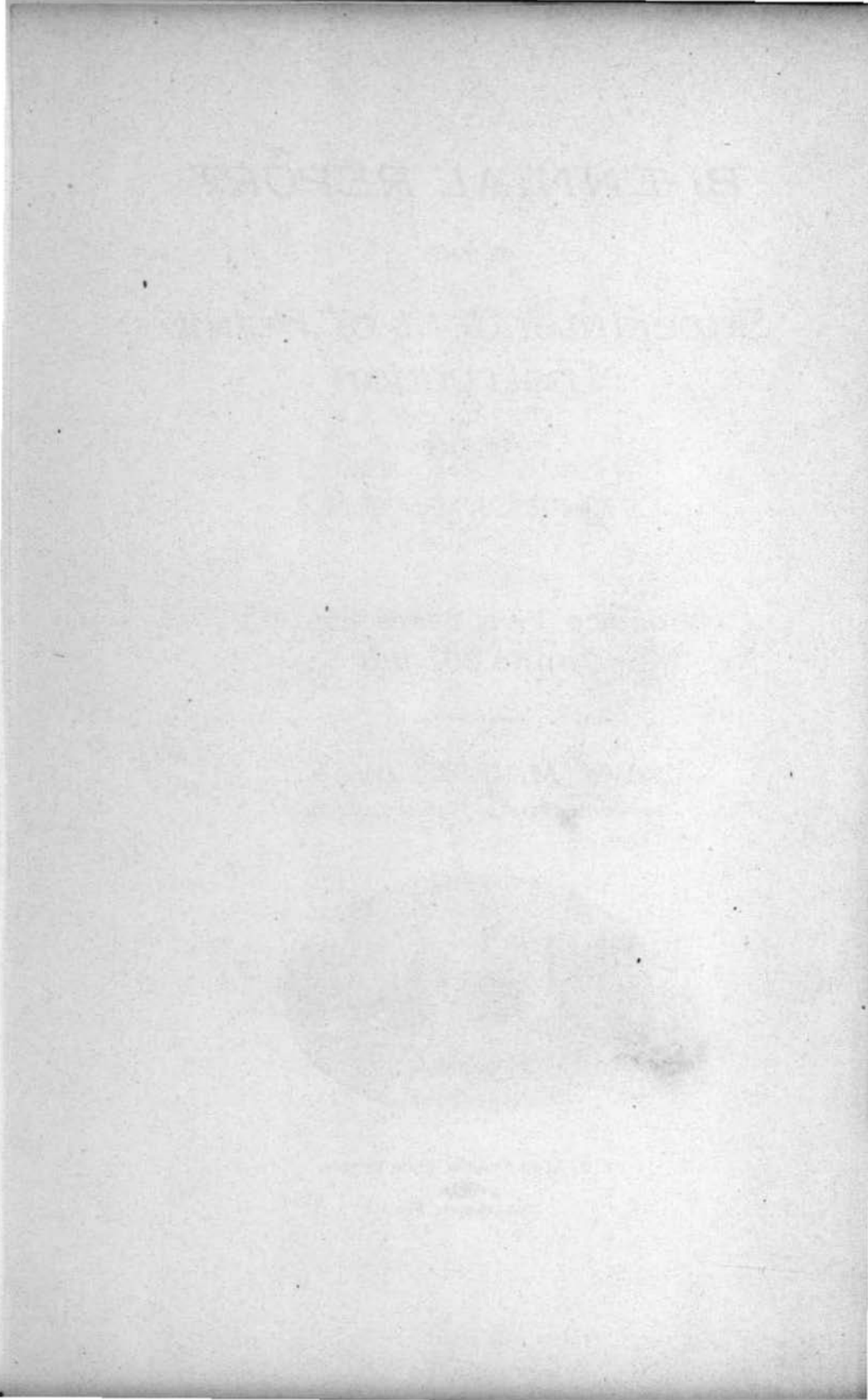
For the Two Years Ending
June 30, 1910.

WM. M. HOLLOWAY,
Superintendent of Public Instruction.



T. J. APPLEYARD, State Printer,

Tallahassee, Fla.



LETTER OF TRANSMITTAL

Department of Public Instruction,
Tallahassee, Fla., July 1, 1910.

To His Excellency, Albert W. Gilchrist,
Governor of Florida.

Sir:—In compliance with Section 27, Article IV., of the Constitution of the State, I have the honor to submit herewith the Bi-ennial Report from the Department of Public Instruction for the two years beginning July 1, 1908, and ending June 30, 1910.

Yours very truly,

WM. M. HOLLOWAY,
State Superintendent of Public Instruction.

BI-ENNIAL REPORT

SUPPLEMENTARY REPORT OF PROGRESS

INSTRUCTION

STATE OF NEW YORK

ON THE TWO YEARS ENDING

1890-91

WILLIAM M. FOSTER

COMMISSIONER OF THE STATE EDUCATION



ALBANY: J. B. LIPPINCOTT & CO.

1891

LETTER OF TRANSMITTAL

Department of Public Instruction,
Tallahassee, Fla., July 1, 1910.

To His Excellency, Albert W. Gilchrist,
Governor of Florida.

Sir:—In compliance with Section 27, Article IV., of the Constitution of the State, I have the honor to submit herewith the Bi-ennial Report from the Department of Public Instruction for the two years beginning July 1, 1908, and ending June 30, 1910.

Yours very truly,
WM. M. HOLLOWAY,
State Superintendent of Public Instruction.

REGISTER OF STATE SUPERINTENDENTS.

	Term Began.	
C. Thurston Chase.....	August	.., 1868
Rev. Charles Beecher.....	March	18, 1871
Jonathan C. Gibbs (colored).....	January	23, 1873
Samuel B. McLin, Secretary of State and Acting State Superintendent...	August	17, 1874
Rev. William Watkin Hicks.....	March	1, 1875
William P. Haisley.....	January	6, 1877
Eleazer K. Foster.....	January	31, 1881
Albert J. Russell.....	February	21, 1884
William N. Sheats.....	January	3, 1893
William M. Holloway.....	January	3, 1905

STATE BOARD OF EDUCATION.

Ex-Officio.

Albert W. Gilchrist, President.....	Governor.
H. Clay Crawford.....	Secretary of State.
W. V. Knott.....	State Treasurer.
Park Trammell	Attorney-General.
William M. Holloway, Secretary.....	
	State Superintendent of Public Instruction.

TABLE OF CONTENTS.

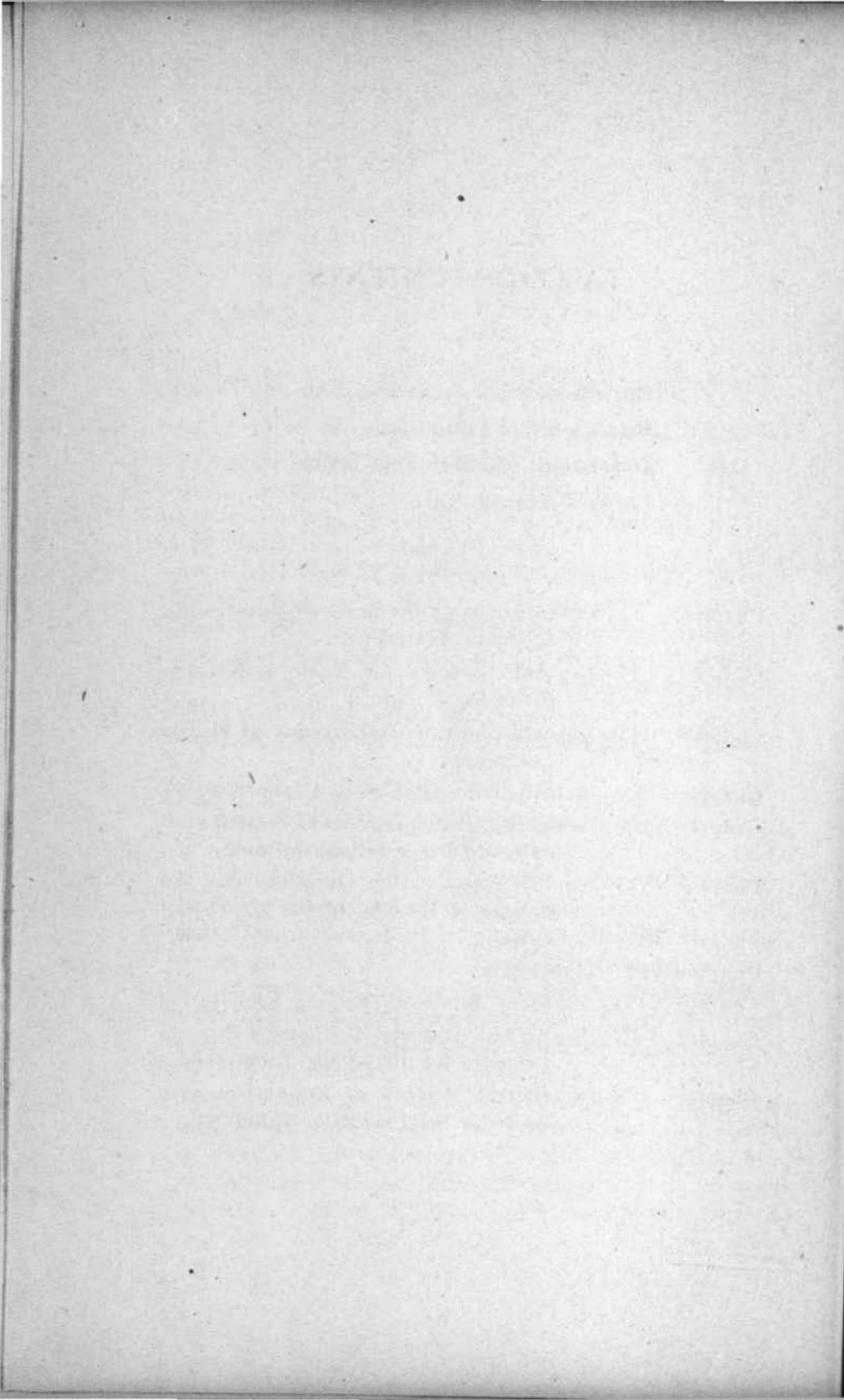
Register of State Superintendents.

State Board of Education.

Department of Public Instruction.

Letter of Transmittal.

- | | |
|---------|---|
| Chapter | I—Observations of the State Superintendent of Public Instruction. |
| Chapter | II—General Reports of County Superintendents. |
| Chapter | III—Reports of State Institutions of Higher Learning. |
| Chapter | IV—Report of the High School Inspector. |
| Chapter | V—State Convention of County Superintendents and Other School Officers. |
| Chapter | VI—Sample Examination Questions and Addresses of Holders of Certain Certificates. |
| Chapter | VII—Arbor Day. |
| Chapter | VIII—Teachers' Summer Training Schools. |
| Chapter | IX—Statistical Reports of County Superintendents for 1908-1909, Tabulated. |
| Chapter | X—Statistical Reports of County Superintendents for 1909-1910, Tabulated. |



CHAPTER I.

OBSERVATIONS OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

THE EDUCATIONAL OUTLOOK.

In order to predict with reasonable accuracy the future of public education in Florida, it is, perhaps, necessary to give a brief review of the immediate past.

THE CONFERENCE FOR EDUCATION IN FLORIDA.

On the 4th of September, 1909, I assembled in the Board of Trade rooms, in the City of Jacksonville, the County Superintendents of Public Instruction, the members of the Boards of Public Instruction, the High School Principals, the College Presidents, and other friends of public education in the State. A permanent organization was effected by the election of W. M. Holloway, State Superintendent of Public Instruction, President; A. A. Murphree, President of the University of Florida, Vice President and Treasurer; G. M. Lynch, Professor of Secondary Education and High School Inspector, General Manager, and G. W. Tedder, County Superintendent of Public Instruction, Secretary. The meeting thus organized denominated itself The Conference for Education in Florida, and with the officers of the Conference as the Executive Board voted to inaugurate at once an educational campaign.

GENERAL CREED AND DECLARATION OF PRINCIPLES ANNOUNCED.

(1) The Conference for Education in Florida is a non-political organization of laymen and teachers, devoting its every energy to a campaign for educational progress.

(2) Its purpose is to improve all of the schools of the State and to place Florida in the front rank in educational matters.

(3) The Conference works in harmony with The Florida Educational Association, the County Superintendents of Public Instruction, members of the County Boards of Public Instruction, and all other educational agencies in Florida; its greatest ambition is to help every legitimate educational endeavor in the State.

(4) The Conference charges no fee for enrollment; it is supported by voluntary contributions. Any citizen of Florida who favors better schools is eligible for membership.

Basic Purpose: The general awakening of the people in public education.

Fundamental Theses: Making the school the center of gravity of community life. How? By the organization of School Improvement Associations, Literary Societies, the establishment of school libraries, the introduction and pursuit of agricultural and economic studies, and by beautifying the school grounds.

The High School: Its necessity, "The People's College." Its equipment, its place in the system—a connecting link between the elementary school and the college.

Not less than one high school for each county in the State.

Trained teachers, longer school terms, and efficient supervision for schools.

The establishment of departments of manual training, domestic science, business and agriculture.

The equipment of laboratory and library.

The unification of city schools.

A constitutional amendment of a one-mill tax for the support of Rural Graded Schools, High Schools, and State Institutions of Higher Learning.

FUNDS FOR THE CAMPAIGN.

A resolution was unanimously adopted that each County Board of Public Instruction be requested to appropriate \$50.00 as a campaign fund, and in response to this request a number of Boards appropriated from \$25.00 to \$100.00, amounting in the aggregate to \$1,220.00. The State Superintendent of Public Instruction secured a donation of \$1,000.00 from the Southern Education Board, thus making a total campaign fund of \$2,220.00.

CAMPAIGN INAUGURATED.

On September 8, 1909, there was published in all of the leading papers of the State a schedule of the "rallies," accompanied by a statement of the purposes of the campaign and an appeal to the patriotic people of Florida to give us their co-operation. By September 15 there had been placed in the hands of ministers, teachers, school officials and leading citizens of each place scheduled for a meeting circular letters, pamphlets, postal cards and other literature intended to arouse public sentiment in the work we were about to inaugurate. From September 10 to January 1st there had been mailed 14,000 letters and cards. Extended notices of the campaign were printed in every county paper, and in all except three favorable mention was made of our work editorially. These papers have, since the close of the campaign, recanted and published strong endorsement of the campaign. Three leading daily

papers of the State gave from one-half of a column to three columns daily to a report of the campaign from its inception to the close.

The first meeting of the campaign was held at Marianna, October 5, 1909, the last at Leesburg, February 16, 1910. We have held, since the close of the regular campaign, special meetings at Plant City, Tampa, St. Petersburg, Clearwater, Dover, Sopchoppy, Altha, Bristol, Blountstown and Umatilla.

TERRITORY COVERED.

Forty-six of the forty-seven counties have been covered by the campaign. Levy County was omitted owing to an epidemic of measles and diphtheria, but this county will also be canvassed in a short time. Thirty-five hundred miles were covered by rail; two hundred by automobile; and forty by horse and buggy; one hundred and ninety-six meetings were held.

SPEAKERS EMPLOYED.

The following speakers contributed from ten to one hundred fifteen days to the campaign: State Superintendent of Public Instruction W. M. Holloway, one hundred fifteen days; Capt. G. M. Lynch, State High School Inspector, one hundred fifteen days; Dr. A. A. Murphree, President of the University of Florida, twenty days; Dr. W. F. Blackman, President of Rollins College, twenty-eight days; Dr. Edward Conradi, President of the Florida State College for Women, twenty days; Professor J. M. Guilliams, State Normal School, Bowling Green, Ky., sixteen days; Dr. J. Y. Joyner, President of the National Education Association, ten days; Dr. J. B. Aswell, President of the State Normal School, Louisiana, twelve days; Dr. Lincoln Hulley, President of John B. Stetson University, ten

days; Dr. H. W. Tribble, President of Columbia College, eight days; Governor A. W. Gilchrist, five days; Hon. Park Trammell, Attorney General, eight days; and United States Senator Duncan U. Fletcher, three days. In addition to the above, we had at different times six high school principals and ten County Superintendents of Public Instruction in the field.

SOME OF THE RESULTS ACCOMPLISHED.

(1) Local taxation; forty of the forty-seven counties have reported the assessment of the constitutional maximum of seven mills, while two years ago only nineteen counties were assessing the maximum millage.

(2) Only one county is assessing less than six mills at the present time.

(3) Based upon last year's assessment, the Special Tax Districts will increase the income of their respective schools \$21,000.00 and insure an eight months' term; the increased county millage will augment the income of the counties over \$100,000.00 and insure better teachers and a longer term for those counties.

(4) One hundred fifty School Improvement Associations were organized. Reports from forty of these organizations are compiled in term of dollars and cents; additions to libraries, \$3,000.00; enlargement of school campuses, \$5,000.00; personal contributions for buildings and improvement, \$16,000.00.

The total membership of the associations, June 1st, 1910, was more than 10,000, and each member is pledged to use her influence for the passage of a compulsory education law, the establishment of at least one high school in each county, and a constitutional amendment of a one-mill tax.

(5) The Farmers' Union in State convention at Madison, in August, adopted a resolution endorsing the following propositions included in our educational propaganda:

(a) Compulsory education.

- (b) A constitutional amendment of a one-mill tax to aid secondary schools.
- (c) Making mandatory the establishment of one high school in each county in the State.

The convention represented a union of over 30,000 farmers, and the strongest influence in the matter of determining legislation. The adoption of the resolution, without a dissenting vote, is significant of the trend public sentiment is taking with regard to public education.

The educational campaign has been the means, directly and indirectly, of raising for school purposes the sum of \$425,000.00.

The propaganda enunciated by the Conference for Education in Florida has the unanimous endorsement of the Florida Educational Association, the Board of Trade of the City of Jacksonville, which is one of the largest and strongest commercial organizations in the United States, and 60,000 persons who have attended the campaign rallies.

STATE LIBRARY ASSOCIATION.

With a view to reviving an interest in good literature and establishing a working library in every public school in the State, as far as the same may be possible, I have appointed a State Library Association, the interest of which will be looked after by the following persons: George B. Utley, Esq., Jacksonville Free Public Library, chairman; Dr. Lincoln Hulley, President John B. Stetson University, DeLand; Miss Katherine Wicker, formerly connected with the Tampa High School, Tampa; Dr. James M. Farr, Professor of English, University of Florida, Gainesville; Prof. H. A. Ferrell, Principal of the Franklin County High School, Apalachicola; Mrs. Ella LaF. Hamilton, Principal of the Primary Department, Gadsden County High School, Quincy; Miss Rowena Longmire, Professor of English, Normal Department, Florida State College for Women, Tallahassee; Miss

Pauline Reese, Professor of English, Escambia High School, Pensacola, and Mrs. Lula B. Bradford, Professor of English, Hillsborough County High School, Tampa.

WOMEN'S SCHOOL IMPROVEMENT ASSOCIATION.

As has been already stated in this chapter, there were organized during the recent educational campaign one hundred and fifty Women's Local School Improvement Associations. To give this work the dignity which naturally attaches to it and the benefit of such aid as would result from being connected with the State Educational Department, I appointed a State Women's School Improvement Association, the personnel of which is as follows: Miss Rowena Longmire, president, Tallahassee; Mrs. W. F. Blackman, vice president, Winter Park; Mrs. J. E. Futch, treasurer, Gainesville, and Mrs. W. M. Holloway, secretary, Tallahassee.

In addition to these, there were appointed the following ladies, who constitute the executive committee of the association: Mrs. R. B. Rutherford, Jacksonville; Mrs. W. H. Milton, Marianna; Mrs. C. A. Carson, Kissimmee; Mrs. M. F. Hetherington, Lakeland; Mrs. C. L. Bittinger, Ocala; Mrs. W. S. Jennings, Jacksonville, and Mrs. W. F. Himes, Tampa.

This association has already held one meeting in the City of Jacksonville, at which much important business was transacted and many valuable suggestions made. The association bids fair to become one of the strongest educational organizations in the State.

PUBLIC HEALTH AND SCHOOL SANITATION COMMITTEE.

In the hope of improving the sanitary condition of the public schools and the health of the children in attendance upon them, I have appointed the following Commit-

tee on Public Health and School Sanitation: Dr. Hiram Byrd, Assistant State Health Officer, chairman, Jacksonville; Dr. W. H. Russell, Principal of the Nassau County High School, Fernandina; Miss Hattie Carpenter, editor Florida School Exponent, Miami; Dr. Ellen Lowell Stevens, chairman Health Department of the General Federation of Women's Clubs, Jacksonville; Dr. J. P. Hilburn, President of Southern College, Sutherland; Dr. J. H. Colson, physician, Gainesville; Prof. W. S. Cawthon, Principal of the Escambia County High School, Pensacola, and Dr. H. W. Tribble, President of Columbia College, Lake City.

This committee will co-operate with the State Board of Health, the County Boards of Public Instruction and all other legally constituted authorities that may have for their object the promotion of the public health.

UNIFORM BUILDING PLANS AND SPECIFICATIONS.

In the erection of high school buildings the Boards of Public Instruction usually employ competent architects to furnish plans and specifications by which contractors are to be governed in their work. But in the construction of elementary school buildings there is frequently a great waste, because the builder is not required to follow any definite plan. In order that, in the future, this class of buildings may be made to conform to modern ideas of light, heat, ventilation and other requirements of a comfortable school building, I have arranged with a firm of competent architects to prepare plans and specifications which, upon request, I shall be pleased to furnish County Boards of Public Instruction free of cost.

Of course, these plans can be so modified as to meet the requirements of individual communities, and so changed as to conform to the peculiar taste of the individual Superintendent or Board of Public Instruction, but the general

plans can be followed, thus resulting in the saving of many dollars.

TEACHERS' SUMMER TRAINING SCHOOLS.

There is maintained at the University of Florida and the Florida State College for Women, respectively, a Department of Education, and these institutions are doing a fine work in the preparation of teachers. In addition to this, the private colleges are, in a most helpful way, contributing their part in the training and preparation of teachers for the public schools. But in spite of all of these agencies there is a dearth of professionally-trained teachers in the State of Florida. To assist in supplying this demand for good teachers, the Legislature of 1909 appropriated the sum of \$4,000.00 each for the years 1909 and 1910, for the purpose of operating Teachers' Summer Training Schools at the University of Florida and the Florida State College for Women, for white teachers, and at the Agricultural and Mechanical College for Negroes, for colored teachers. These schools have been the means of stimulating teachers to greater professional effort, and it is true that in no other way could the Legislature of Florida appropriate an equal sum of money that would accomplish as much good. But to be of the greatest benefit to the people, departments of agriculture, domestic science and art, music, drawing and manual training should be added. To make these additions and operate the schools for a sufficient length of time will require the appropriation of \$6,000.00 a year instead of \$4,000.00, as heretofore.

There should not be a moment's hesitation as to this appropriation, as, under a recent decision handed down by the Supreme Court of the State of Florida, the Legislature cannot appropriate a dollar to the public schools, except in this indirect way, while it is permitted to make appropriations for the support of the State Institutions

of Higher Learning in any amount it may see fit. But for the benefit of the two hundred twenty-five thousand public school children not a cent is held to be legally available. The sum of \$6,000.00 thus appropriated would be used in the professional training and better equipment of four thousand school teachers, whose duty it is, in turn, to train and prepare for citizenship two hundred twenty-five thousand Florida boys and girls.

In view of these facts, the attention of the Legislature is most earnestly invited to the early consideration of this important matter.

STATE SPELLING CONTEST.

On account of the crowded course of study as pursued in the public schools of the present day, it appears, for some time, there has been a decline in interest in the teaching of orthography. To emphasize as strongly as possible its importance and to restore in some measure the loss of enthusiasm in the study of this subject, the State Superintendent of Public Instruction recently appointed a committee whose duty it is to prescribe rules and regulations for the government of local, county and State spelling contests. The following are the gentlemen who compose this committee: Hon. E. B. Eppes, County Superintendent of Public Instruction, chairman, Tallahassee; Prof. P. W. Corr, Principal of the South Florida Normal Institute, Dade City; Hon. B. J. Hamrick, County Superintendent of Public Instruction, Monticello; Prof. W. B. Cate, Principal of the Florida Normal Institute, Madison, and Hon. C. K. Allen, County Superintendent of Public Instruction, secretary, Sopchoppy.

On the 12th of October the committee met in the office of the State Superintendent of Public Instruction and issued the following letter of information to the public:

1. Each white school in the county will select not over two contestants from pupils below the eleventh grade,

and notify the County Superintendent as to the names of these by January 14, 1911.

2. On March 3rd, 1911, the county contest will be held in each county at such time and place as the County Superintendent shall designate.

3. On April 27th, 1911, at 7:30 p. m., at such place in Tallahassee as the State Superintendent shall designate, will be held the State contest, at which time one winner from each county will contest.

4. In local contests the teachers will use the book or books in spelling adopted in the county. In county contests a list of about 2,000 words will be used, which list will be furnished by the State Superintendent through the County Superintendents to the winners of the local contests. In the State contest this same list will be used. A reserve list of about 500 words will be in the hands of the conductors of the State contest, to be used in case the former list should become exhausted.

5. Webster's International Dictionary will be final authority on all questions of pronunciation and spelling.

6. The following conductors are appointed for the State contest, any three of whom may act and conduct the contest as they see proper: Gen. E. M. Law, editor Courier-Informant, Bartow; Capt. G. M. Lynch, State High School Inspector, Gainesville; Col. C. B. Smith, editor Enterprise-Recorder, Madison; Hon. Frank L. Mayes, editor Pensacola Journal, Pensacola, and Hon. Fred T. Myers, Tallahassee.

7. It is suggested that the several County Boards of Public Instruction arrange to pay the expenses of the county representative to the State contest.

8. It is suggested that the County Boards arrange for prizes or medals for the winner at the county contest. The question of arranging prizes or medals for winners of the State contest is left with the State Superintendent.

E. B. EPPES, Chairman.

C. K. ALLEN, Secretary.

EDUCATIONAL COMMISSION.

In order that there may be presented to the next Legislature in definite form the needs of the public schools so far as legislation is concerned, I suggested to Governor Gilchrist the advisability of the appointment of a committee on the revision and codification of the school laws. This suggestion met with the Governor's approval, and upon the nomination of the State Superintendent of Public Instruction he appointed an Educational Commission, the personnel of which is as follows: W. M. Holloway, State Superintendent of Public Instruction, chairman, Tallahassee; Hon. W. A. Blount, attorney at law, Pensacola; Hon. W. F. Stovall, editor The Morning Tribune, Tampa; Hon. Frank Adams, President Barnett National Bank, Jacksonville; Dr. A. A. Murphree, President of the University of Florida, Gainesville; Hon. L. W. Buchholz, County Superintendent of Public Instruction, Tampa; Prof. L. B. Edwards, Principal of the Suwannee County High School, Live Oak; Hon. J. L. Kelley, County Superintendent of Public Instruction, Gainesville; Prof. Asa B. Clark, Principal of the Gadsden County High School, Quincy; Capt. G. M. Lynch, Professor of Secondary Education and State High School Inspector, Gainesville; Dr. W. F. Blackman, President of Rollins College, Winter Park; Hon. T. J. Appleyard, Secretary of the Florida Editorial Association, Lake City; Hon. J. T. Diamond, County Superintendent of Public Instruction, Milton; Hon. T. F. McGarry, capitalist, Jacksonville, and Hon. Glenn Terrell, Principal of the Sumter High School and member of the next Legislature, Webster. This commission will give its most careful attention to needful school legislation, and will make its report to the Governor in time for its incorporation in his message and submission by him to the Legislature.

SOME OF THE WORK OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

In July, 1909, the State Superintendent of Public Instruction represented the State of Florida at the meeting of the National Education Association in Denver, Colo., and at the Educational Congress held in the City of Seattle, State of Washington. In October, he sent a representative from his office on an inspection tour through the States of Missouri, Iowa, Illinois, Wisconsin and Minnesota, for the purpose of studying agricultural conditions and learning how the school may more nearly represent the interests of the people—or, in other words, how the school may be made the center of gravity of community life. On the 8th of October he began an educational campaign in Florida, to which he personally devoted one hundred fifteen days. He made a complete canvass of the State in the interest of better schools and a sounder and more practical education for the boys and girls. During the Christmas holidays he represented the State at the meeting of the Southern Education Association, held in Charlotte, N. C. In January, 1910, he spent a week in Cuba, studying educational conditions in that Republic. In March he attended the meeting of the Department of Superintendence, held in Indianapolis, Ind. In April he was in attendance upon the meeting of the Conference for Education in the South, at Little Rock, Ark., where he succeeded in bringing the next meeting of this great Conference to the City of Jacksonville. In July he represented the State at the meeting of the National Education Association, held in the City of Boston, Mass. In November he made a personal tour through the States of Virginia, Maryland, Indiana and Ohio and the Province of Ontario, Canada. The special object of this tour of inspection was the study of the consolidation of schools and the increased facilities of such schools in the

matter of teaching agriculture, manual training, domestic science and art.

For the purpose of defraying the traveling expenses of the State Superintendent of Public Instruction the Legislature of 1909 appropriated \$500.00 annually. This is the same amount that was appropriated for this purpose twenty-five years ago, and, as far as can be ascertained, is the smallest amount appropriated by any Legislature in the United States, except the State of Arkansas. In this State, however, the appropriation is the same as it is in Florida, but the Superintendent of Arkansas is furnished free transportation on all the railroads of the State.

For the past two years, to carry on the work of the office and to keep abreast of the best educational thought of the age, necessitated the expenditure of double the sum of money appropriated by the Legislature. But I do not believe that it is the desire of the patriotic citizens and friends of public education in Florida that their State Superintendent of Public Instruction should spend a sum of money in excess of the appropriation, equal to one-fifth of his annual salary, in order that he, as their public servant, might the more efficiently represent their interests. I, therefore, request the Legislature to make such appropriations in the future as will keep the Florida Department of Education up to the standard of other States.

POSTAGE, PRINTING AND CONTINGENT EXPENSES.

The Legislature of 1909 made such a small appropriation for the postage, printing and contingent expenses of the State Superintendent of Public Instruction that he was forced to remand about three-fifths of the printing of department blanks, etc., to the County Boards of Public Instruction. This resulted in a great hardship to the counties. As no such thing had ever been required of them before, they had made no arrangement for this

additional expense in their annual financial budgets. Besides, many of them have no local printing plants equipped for doing this class of work. The result is unusual delays in securing the work that they are compelled under the law to have. In addition to this, the State Superintendent of Public Instruction has, in many instances, found it very difficult to enforce uniformity in the use of the blanks, as the law prescribes, when he neither orders the work to be done nor pays the bills when the same is done.

If the Legislature expects the office of the State Superintendent of Public Instruction to be run in a business-like way, and the greatest possible good to accrue to the more than two hundred thousand school children in whose interest the State Educational Department is maintained, then it must see to it that the usefulness of the Department is not seriously impaired by a lack of funds.

I most earnestly request that the appropriation for the purposes above mentioned be fixed at not less than \$1,500.00 annually, and I invite the attention of the public to the fact that prior to July 1st, 1909, the appropriation for this purpose was \$2,000.00 a year.

STATE INSTITUTIONS OF HIGHER LEARNING.

During the bi-ennium for which this report is made, the State Superintendent of Public Instruction made numerous visits of inspection of the University of Florida, the Florida State College for Women, the Institute for the Blind and the Deaf, and the Agricultural and Mechanical College for Negroes. For detailed information, secured as a result of these visits, I invite your careful attention to the chapter in this Report entitled "State Institutions of Higher Learning."

LEGISLATIVE RECOMMENDATIONS LEFT TO THE EDUCATIONAL COMMISSION.

As Governor Gilchrist has appointed a competent Edu-

cational Commission, whose duty it is to revise and codify the present School Laws, and to make suggestions as to new ones, I refrain from occupying any space in the discussion of this subject at the present time. The report of the Commission will be completed and filed in time for its consideration by the Governor in the preparation of his message to the Legislature.

I invite the most careful examination of this Report by each member of the Legislature as soon as the same comes from the press.

CHAPTER II.

GENERAL REPORTS OF COUNTY SUPERINTENDENTS.

ALACHUA COUNTY.

Gainesville, Fla., November 5, 1910.

Hon. W. M. Holloway, State Superintendent of Public
Instruction, Tallahassee, Fla.

Dear Sir:—The common school term of Alachua County is six months, the high schools eight, and the Special Tax District schools from seven to ten months. We maintained 112 schools, employed 179 teachers, and expended \$66,483.73 in school work last term.

The schools have made gratifying progress during the past two years. This is especially true of the town and city schools. In the latter the attendance has been splendid. The Gainesville Senior High School has averaged 92 per cent. for the last term of eight months. The attendance of some of the rural schools is good, but as a whole very poor.

Most of the rural schools are in agricultural communities, where the children are worked on farms. We had a total enrollment in the county for the term of 1909-10 of whites 3,532, with an average attendance of 71 per cent.; and for blacks 3,736, with an average attendance of 83 per cent. A comparison of the enrollment and average attendance of the two past years shows an increase in enrollment of whites of 5 per cent. and an average attendance of 6 per cent.; of colored, 3 per cent.

in enrollment and 12 per cent. in average attendance. The average attendance is entirely too low. It is a humiliating fact that the average of the whites is much less than that of the colored. A law authorizing compulsory attendance is greatly needed, and if the voters of Alachua County had an opportunity to vote upon the same it would be adopted by an overwhelming majority, realizing, as they do, that small averages bespeak a low grade of progress and are evidence of neglected opportunities, and that it is fully as equitable to say to the parent or guardian, "Thou shalt send thy child to school," as it is to say to the property owner, "Thou shalt pay taxes to support the public schools."

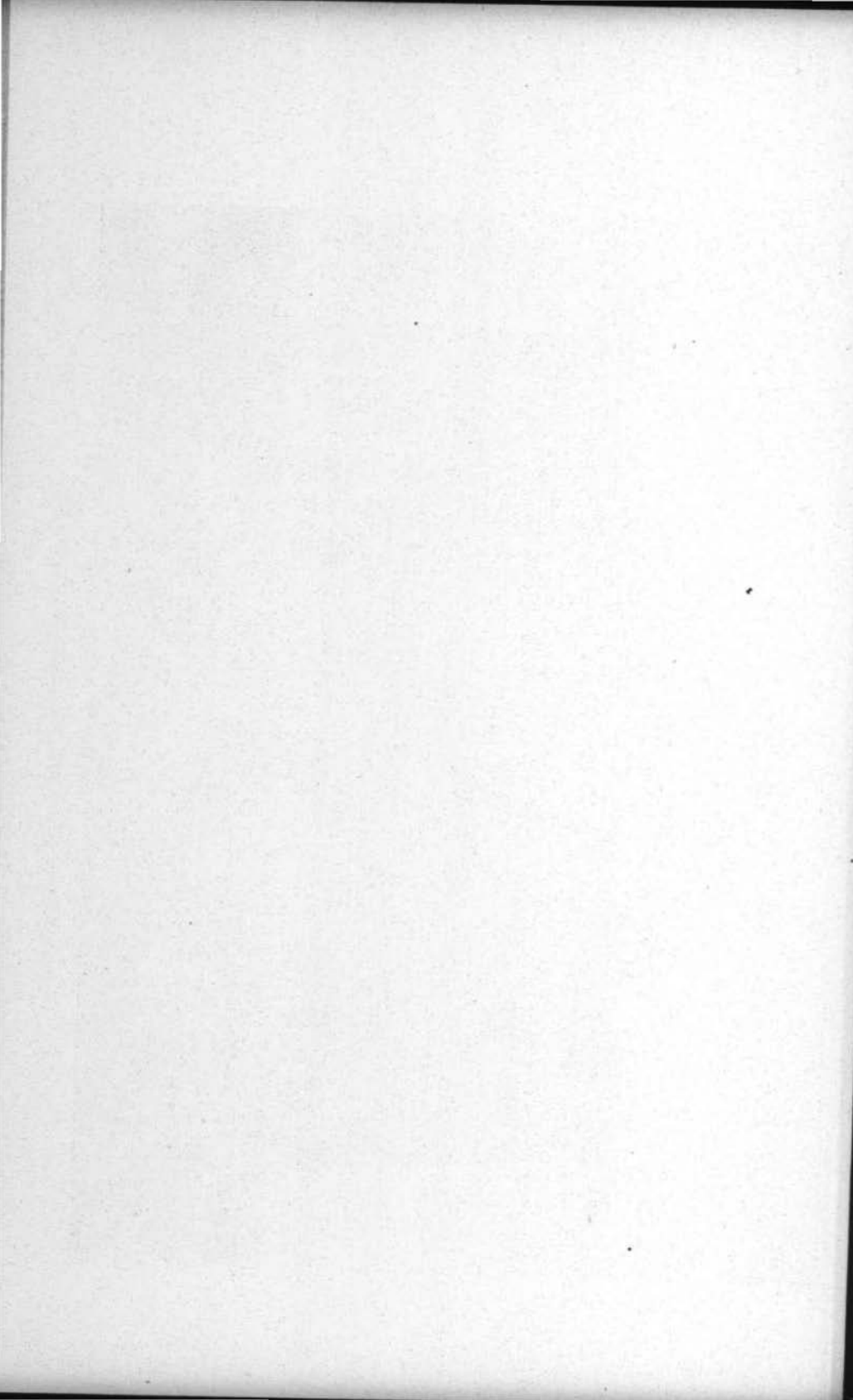
This year I had the school census taken with a great deal of care, having notes made other than those of the census blanks. This census shows total whites of school age, 4,572; of these, 534 are over 18 years of age; 3,532 were enrolled last term in the public school and 175 in private schools and colleges, leaving 331, or about 8 per cent., of those under 18 years who are not enrolled in any school. It was impossible to obtain the same kind of information pertaining to the colored population. There are 6,173 negroes of school age, or 1,601 more negroes than whites. Seven hundred and eleven are over 18 years of age; 3,736 were enrolled last term in the public schools. There are about 200 in private schools. The census demonstrated the fact that there are only 26 whites between the ages of 10 and 21 years who cannot read, and 35 who cannot write, and only 207 colored of the same age who cannot read, and 221 who cannot write.

HIGH SCHOOLS.

We maintain two Senior and nine Junior High Schools, with an eight months' term. These schools are located so as to be of easy access to all rural communities, and children from other schools above the eighth grade are admitted. Very few rural schools can be run longer than



NEWBERRY HIGH SCHOOL, ALACHUA COUNTY.



six months. In almost every community there are patrons who are not satisfied with a short term. They either furnish a conveyance or board their children and send them to a nearby high school. Our high schools supply the opportunity and are unquestionably an incentive to higher education, and may justly be designated "the people's college." The work in these schools is very gratifying. The course of study is arranged so as to enable a graduate of the Senior High Schools to enter the University or Florida State College for Women without condition. The Senior High Schools have been accepted for affiliation with the University of Florida and the Florida State College for Women by the Professor of Secondary Education and State High School Inspector. This affiliation has proved an incentive to boys and girls pursuing work in the high schools. We are especially proud of this affiliation, because we know it was offered after a frequent and thorough inspection of the class-room instruction, equipment, course of study and the teaching force by G. M. Lynch, Professor of Secondary Education, University of Florida. You are to be congratulated on the establishment of this office in the school system of the State.

AGRICULTURE.

We are earnestly endeavoring to instruct our young people in agriculture, its value and respectability. We found a prejudice among many of the farming class, due to ignorance, against teaching agriculture to their children in the school. Believing I could overcome the opposition only through the child, I instituted a corn-growing and judging contest among the school children of this county between the ages of 10 and 18 years. In this work I have been greatly aided by Profs. Rolfs, McQuarrie and Vernon, of the Department of Agriculture of the University of Florida. We offered forty prizes, aggregating \$175, mostly farming implements, for the best ten ears

grown from seed furnished by us, under rules prescribed, and selected in accordance with the score card of the Department of Agriculture of the University of Florida. We also offered two gold medals and three cash prizes, aggregating \$100, for the best judges of corn among the contestants. The knowledge as to how to judge is to be gleaned from the Agricultural score card. In the spring, Profs. Vernon, McQuarrie and myself made appointments at the principal schools in the county, having the nearby schools to meet with us, and inviting the public, who responded to a surprising degree. We in turn impressed upon our hearers the benefit the child would receive from a study of agriculture in the schools, the importance of knowing how to select good seed corn, the thorough preparation and fertilization of the soil and cultivation of corn. We aroused great interest among pupils and patrons, and 450 boys and girls entered the contest, received seed corn and have grown the corn, made their selections and sent the same to the judges. The judging contest will come off November 26th, and the prizes will be awarded. The contest has accomplished great good; more, perhaps, with the father than the child, as indirectly he has received some valuable information.

**Rules Governing the
ALACHUA COUNTY BOYS' AND GIRLS' CORN-
GROWING AND CORN-JUDGING CON-
TESTS FOR 1910.**

**Conducted by
DR. J. L. KELLEY,
Superintendent of Public Instruction,
Gainesville, Fla.**

I—CORN GROWING CONTEST.

1. All boys and girls in Alachua County between 10 and 18 years of age at the time application is made are eligible. (Not less than 10 and under 19 years of age.)
2. Application to enter the contest must be received not later than 12 o'clock m., March 20.
3. Each contestant will be supplied, free of cost, with as many kernels of Godby's Poorland corn as a four-cent stamp will carry through the mails—about 200 kernels—and prizes will be offered for the best ten ears grown therefrom. In selecting the seed, the kernels will be passed through a grading machine. Please acknowledge receipt of corn by post card. Keep the weevils out of the seed until planting time.
4. The corn must be grown by the contestant on land located in Alachua County.
5. The ten ears selected to enter the contest must be delivered, free of cost, to the office of the Department of Agriculture, University of Florida, Gainesville, Fla., between October 1 and 15. Each exhibit will be numbered and stored in the Department seed room. Treatment as needed will be given in order to keep it free from weevils. Care should be taken to prevent shelling or other injury. The ears may be wrapped separately in cloth or paper.

The name and address of the contestant must be securely fastened to the package.

6. The corn will be judged by a disinterested person, who will use the score card adopted by the Department of Agriculture, University of Florida, a copy of which is included herewith. Each contestant will be known to the judge by number only.

7. The corn will be turned over to the several owners if called for at the close of the contest on November 26. It will make excellent seed.

8. Contestants may seek and accept advice regarding all matters connected with corn growing and corn judging at any time from any source whatsoever, except when selecting the best ten ears. The selection must be made without advice or assistance at the time.

9. Contestants should study the score card and practice judging corn as much as possible between now and ripening time, in order to become competent to select the best ten ears grown. One who does not know the characteristics of good corn cannot hope to be able to select the best ears. Do not lose a prize for lack of judging ability. Furthermore, proficiency in judging may enable you to win one of the additional prizes offered for the best judges of corn.

Contestants will not be left to struggle along without assistance. At certain central points throughout the county lectures will be given on how to grow and select corn. The use of the score card in judging will be fully explained. Proficiency in selecting and judging corn will then depend upon the time given by the contestant to practice in judging.

Contestants should not fail to attend the lectures. The time and place of the lectures will be announced in the Gainesville Sun. Watch for the dates. The lectures will be free to everybody, and the parents of the contestants are especially invited to be present.

10. Every contestant should write to Hon. James Wilson, Secretary of Agriculture, United States Department of Agriculture, Washington, D. C., and ask for copies of Farmers' Bulletins and other literature on corn growing and corn judging. The bulletins are free. Write also to Director P. H. Rolfs, Gainesville, Fla., for copies of Experiment Station Bulletins on selecting and growing corn. These bulletins will prove helpful.

II—CORN JUDGING CONTEST.

11. The corn judging contest will consist of two parts, namely:

(a) Judging ten ears of corn, using the score card—per cent. of corn to be scored without shelling.

(b) Placing five ears of corn and telling orally from memory why they are so placed. (Placing means arranging the ears in order from best to poorest.)

A certain length of time will be given in which to examine the corn and place the ears, and a certain length of time will be given in which to give the reasons therefor. "A" and "B" will each count half in the final grade. "A" will be conducted first, and all contestants falling below the tenth place will be dropped. The contest will then be continued under "B" with the remaining ten contestants.

A competent judge will be in charge. Application to enter the corn judging contest must be made on or before 12 o'clock m., November 25. A separate application is necessary to enter the corn judging contest.

12. The corn will be on exhibition during the Annual Alachua County Teachers' Institute meeting, November 24, 25 and 26.

13. November 26 shall be designated Corn Day. The ten-ear exhibits will be judged and the prizes awarded to the best growers of corn; the corn judging contest will be conducted and the prizes awarded to the best judges of corn; and other suitable exercises for the bene-

fit and entertainment of the contestants and their friends will be carried out on Corn Day. We hope every contestant will be present. Everybody is invited, especially the parents of the contestants.

SCORE CARD FOR CORN.

Variety..... Number of Exhibit.....

Scale of Points—	Value.	Student's Score.	Corrected Score.
1. Trueness to type	5	.....	.....
2. Uniformity of exhibits..	5	.....	.....
3. Shape of ears.....	10	.....	.....
4. Length of ears.....	10	.....	.....
5. Circumference of ears...	5	.....	.....
6. Color of kernels.....	5	.....	.....
7. Color of cobs.....	5	.....	.....
8. Tips of ears.....	5	.....	.....
9. Butts of ears.....	5	.....	.....
10. Seed condition	10	.....	.....
11. Uniformity of kernels...	5	.....	.....
12. Shape of kernels.....	5	.....	.....
13. Furrows between rows..	5	.....	.....
14. Space between kernel at cob	5	.....	.....
15. Per cent. of grain.....	15	.....	.....
Total	100	.....	.....

Name

Date

DIRECTIONS FOR SELECTING AND JUDGING SEED CORN.

Each exhibit should consist of ten ears. If the exhibit

is larger, the judge should select ten average ears for scoring.

An exhibit is given a total value of 100 points. These points are distributed among the different characters. For example, Trueness to Type is given 5 points, Uniformity of Exhibit 5 points, Shape of Ears 10 points, and so on until the 100 points are allotted. Each character should be examined and scored independent of any and all other character. The use of the score card, therefore, leads to close study of each individual character, and continued practice in scoring develops proficiency in selecting corn, which, in turn, should result in larger yields and better quality.

In learning to judge corn it is well to begin the practice with a single ear and increase the number as knowledge and proficiency is gained. Handle the ears with care, so as not to displace a single kernel. Judge one point at a time only. Examine the ears carefully, and if they are perfect give them a perfect score, as shown in the first column headed Value. If they are only slightly defective, reduce the score a little. The greater the defect the lower the score. It may happen that an ear or an exhibit deserves no more than zero. Write the score in the second column. Continue in the same way with each separate point.

DETAILED DESCRIPTION AND RULES.

1. Trueness to Type.—A combination of characters gives type to a variety, as form, color of kernels, color of cob, etc. Each variety should possess characters sufficiently constant and well-marked to enable one to recognize it. Only ears possessing the variety characteristics in an unmistakable degree are credited with being true to type. All the ears in the exhibit should be true to the type and variety which they represent. Cut 0.5 point for each ear off.

2. Uniformity of Exhibit.—All the ears in the exhibit should be uniform. The points that go to produce uniformity are size and shape of ears, color of cobs, appearance of butts and tips, color and indentation of kernels, etc. The ears should closely resemble each other in all characteristics; that is, each ear should look as much as possible like every other ear. In considering uniformity, the judge should not decide as to the desirability of the characters possessed by the different ears, but solely as to their similarity. Cut 0.5 point for each ear off.

3. Shape of Ears.—The shape of the ears should conform to the variety type and approach the cylindrical. The proportion of circumference to length should be well maintained. A cylindrical ear, carrying a large circumference from butt to tip, will give uniform kernels and a large per cent. of corn. A tapering ear is objectionable, because it is the result of lost rows, causing irregular kernels, or of a reduction in the length and breadth of the kernels as the tip is approached—in either case reducing the per cent. of corn. The rows should be straight, turning neither to the right nor to the left, and not crooked or zigzagged, causing badly-shaped kernels. Climatic and soil conditions are factors when shape of ear is considered. Large yield and high quality should be the ideal sought. Cut 0.5 point for each ear off in shape; cut 0.5 point additional for each ear having lost, curved or crooked rows.

4. Length of Ears.—The length should conform to the standard for the variety, and should be in symmetry with the circumference. Uniformity in length should be sought. A very long ear is objectionable, because there is danger that it may not be well covered by the shuck, and it usually has a poor butt and tip, broad, shallow kernels and hence low per cent. of corn. If the ear is short, the yield is reduced. Measure length from extreme butt to extreme tip. The length should not be less than that

shown for the variety in the "Note" below and should not exceed one and one-third the circumference. Add together the deficiencies and excesses in length, and cut one point for each inch.

5. Circumference of Ears.—The circumference should be in symmetry with the length. Circumference is determined by depth of kernels and thickness of cob. Depth of kernels influence per cent. of corn, and should be as great as possible consistent with complete maturity. An ear too great in circumference for its length may have too large a cob and may be slow in maturing and drying out, resulting in soft corn. A very slender ear may have too small a cob, not having room for many rows, or the kernels may be too short—in either case reducing the amount of grain. In a humid climate a comparatively small cob is desirable. Measure circumference with a tape-line one-third the distance from butt to tip. It should not exceed four-fifths, nor fall below three-fourths, the length. Add together the deficiencies and excesses in circumference, and cut 0.5 point for each inch.

6. Color of Kernels.—The color of the kernels should be true to variety type and free from shading and mixture. A yellow kernel in a white ear, or a white kernel in a yellow ear, is evidence of impurity. Missing kernels should be counted as mixed. Cut 0.1 point for each mixed kernel up to ten kernels on each ear.

7. Color of Cobs.—White corn should have white cobs, and yellow corn red cobs. Off-color of cob indicates poor selection and impurity and tends toward variation in time of maturity, size and shape of kernels, etc. Cut 0.5 point for each off-colored cob.

8. Tips of Ears.—The tips should be regular and not too tapering. They should be well-covered with regular, uniform kernels, arranged in straight rows. The extent to which cob protrudes beyond the kernels will vary with the season and with the variety of corn. Varieties having characteristically short ears are likely to have less cob

protruding than those having long ears, grown under similar conditions, but the former may not produce as much corn as the latter. Long, pointed tips, as well as beaked, twisted, blunt, flattened or double tips, are objectionable. The tips are considered because, being the last part of the ear to throw out silk, there is a possibility that the variety may acquire the habit of developing the tip silks too late to be fertilized. Irregular kernels indicate irregularity of fertilization. Cut one point per inch of cob exposed. Cut broken tips one point. Cut swollen, misshapen tips, irregular rows, irregular kernels, etc., according to their degree of objectionableness.

9. Butts of Ears.—The butts should be regular, round and symmetrical, carrying their size well out, with straight rows of regular, uniform kernels swelling out evenly beyond the cob. Extra rows and kernels, open and swelled butts, irregular, depressed and flat butts, with flattened, smooth or short kernels, are objectionable. Large or swollen butts, poorly filled out around the shanks, are usually accompanied by large, soft, sappy cobs and large shanks. The cobs dry out poorly and the shanks are hard to break in husking. The per cent. of corn is reduced, not only because the kernels are not well filled out around the shank, but also because short and irregular kernels usually accompany a large cob. The filling out of the kernels around the shank must not be carried too far, as it will tend to reduce the size of the cob and dwarf the shank so that it will not be sufficiently strong to support the weight of the ear as it sways back and forth in the wind. Fallen ears are likely to become lost or damaged. The shank should be removed, leaving a medium-sized depression, varying with the variety. Irregular and missing kernels indicate irregularity of pollination and fertilization, and the habit should not be allowed to form. Cut 0.5 point for each poorly-filled butt. For other irregularities, cut from 0.1 to 0.3 point, according to the degree of deficiency.

10. Seed Condition.—The ears should be well-matured, firm and sound. Immature kernels have not been completely filled with starch, protein, oil, etc., and, therefore, in drying, they shrivel. Maturity and good seed condition is indicated by solidity of ear and kernels, complete filling-out of kernels and brightness of color, especially of the germ. Poor seed condition is indicated by looseness of kernels on the cob, very slender, chaffy or sharp-pointed kernels, and tips of kernels black or brownish, shriveled, and covered, after being shelled, by small bits of cob. Generally a kernel with a well-filled shoulder next the cob, and with a large germ, will produce a strong plant. The ears should be free from rot, mold, disease and insect injury. While the eye can determine much, a germination test is the final arbiter. Cut 0.5 point for each immature, unsound or insect-injured ear.

11. Uniformity of Kernels.—The kernels should possess like characteristics and be true to variety type. Whatever the shape of the kernels, which will vary with the variety, they should be as near uniform in shape, size, indentation, color, etc., as possible, not only on each ear, but on all the ears of the exhibit. Absolute uniformity, of course, is impossible. Uniformity is essential for machine planting and, consequently, for a good stand. Roughness usually indicates deep kernels. In dent corn the tip of the kernel is first packed with food for the use of the young plant and matures first. As the season advances the rest of the kernel fills and matures. As the ear approaches maturity the kernels dry, contract and harden, and in doing so the seed-coat at the crown is partially drawn down into the kernels, forming the indentations. The deeper the dent the greater have been the possibilities of development of the depth of the kernels. Cut 0.5 point for each ear off.

12. Shape of Kernels.—The general shape of the kernels will vary with the variety. Viewed from the broad side, the edges should be straight and the kernels slightly

wedge-shaped. Viewed from the narrow side, the edges should be parallel. The kernels should touch from tip to crown on every side and in every proportion conform to the whole ear. Wedge-shaped kernels are most compactly arranged on a round cob and, therefore, ears with wedge-shaped kernels usually have from eighteen to twenty-four rows, while those having kernels with rounded edges usually have only from twelve to eighteen rows, resulting in a reduction of per cent. of corn. Kernels too wedge-shaped lose space at the tip near the cob, and those too rectangular lose space at the crown between the rows. If the edges are not straight there will be loss of space either at the tip or crown, since the kernels, if crooked, cannot touch in the middle and at the same time touch at both tip and crown. The same is true with the broad sides. The whole edge should also be in the same plane. There exists a correlation between shape and composition of kernel. For example, a kernel with a thin tip is low in protein and oil and high in starch content, and, therefore, low in vitality; while, on the other hand, a kernel with a well-filled tip has a large germ, is strong and vigorous, and is high in feeding value. Cut 0.5 point for each objectionable ear.

13. **Furrows Between Rows.**—The rows of kernels should be close together from tip to crown, with only sufficient space to permit drying out readily. The furrows between the rows are closely correlated with the shape of the kernels. Wide furrows are commonly found in ears having broad, shallow, round, smooth kernels and accompanied by a small number of rows. Consequently, the per cent. of corn is reduced. Wide furrows also indicate reversion to the unimproved type. Cut 0.5 point for each ear having furrows between the rows over one-sixteenth of an inch wide. For furrows over one-thirty-second of an inch wide cut 0.25 point.

14. **Space Between Kernels at Cob.**—The space between the kernels of different rows at the cob, and space

between the kernels of the same row, should be small. What was said about furrows between rows holds true with space between kernels. Cut 0.5 point for each ear having space between the kernels over one-sixteenth of an inch wide; for space over one-thirty-second of an inch wide cut 0.25 point.

15. Per Cent. of Grain.—The per cent. of grain is affected by the depth, shape and weight of kernels, size and weight of cob, maturity and dryness. Per cent. of corn places deep and heavy kernels at a premium. Determine per cent. of corn as follows: Weigh every alternate ear, and shell and weigh the cobs. The total weight of the cobs, subtracted from the total weight of the ears, will give the weight of corn. The weight of the corn, divided by the total weight of the ears, will give the per cent. of corn. Cut 1 point for every per cent. below 88.

NOTE.—Length of varieties of corn grown in Florida: Poorland, 8 inches; Blitch, 7 inches; Rawls, $7\frac{1}{2}$ inches; Mosby's Prolific, 9 inches; Georgia, 7 inches; Cuban (yellow), 7 inches; Common, $8\frac{1}{2}$ inches.

SCHOOL BUILDINGS.

Within the past two years we have spent \$10,193.90 in enlarging, painting and other repairs on school buildings. We have erected and equipped at Trenton a four-room two-story building at a cost of \$2,000.00, and a four-room two-story brick building at Newberry at a cost of \$6,500.00, this making the sixth brick school building in the county. The school buildings of the county are generally in good repair, are furnished with patent desks and a bountiful supply of blackboards and a considerable number of maps, charts, globes and other apparatus.

SPECIAL TAX SCHOOL DISTRICTS.

There are thirty-seven Special Tax School Districts in

Alachua County, all levying three mills, with a single exception, with an income the past year of \$15,070.00. We are advised by the Tax Assessor that the increased property valuation will give us, for the present year, an income of \$17,456.30. The special district system is popular in our county and is very helpful in supplementing salaries, lengthening school term, erecting and repairing school buildings and furnishing apparatus.

FINANCIAL CONDITION.

On June 30th of the present year we had outstanding warrants of \$4,107.91, with cash on hand of \$11,127.71, leaving a net cash balance of \$7,019.80.

Since the first of July we have issued \$19,680.58 for school expenses, including the October issue, and these with warrants antedating July 1st have all been paid, and we have cash in hand \$12,047.01. This condition is rather unique for Alachua County, and is very gratifying.

Respectfully submitted,

J. L. KELLEY,
Superintendent of Public Instruction.

BAKER COUNTY.

Macclenny, Fla., October 4, 1910.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I herewith, in brief, submit a report touching the condition and progress of the schools in this county during the past two years.

BUILDINGS.

We are beginning to point, with much pride, to our

school buildings, and every year finds us with more buildings and others under contemplation of construction. All our buildings are, of course, built of wood. We have several large two-story buildings, and our buildings range in cost from \$25.00 to \$2,000.00. Since my last report we have erected two handsome buildings, one at Sanderson and the other at Cuiler. Yes, as a whole, we are very much pleased with the class of buildings we have, and the spirit which seems to call for still better ones.

FINANCES.

The school fund is in very good condition. In fact, this county has always enjoyed the pleasure of having sufficient funds with which to operate its schools. I may safely state that our expenditures are just about double that of two years ago. We have from seven to nine months' school in our Special Tax Districts, and in our rural districts the schools run from four to five months. Last year 90 per cent. of the full terms of all the schools were taught, with an attendance of 90 per cent. This speaks well for this county.

SCHOOLS.

We are entering Senior High School work, and expect to have a Senior High School very shortly. We have one Junior High School, although there is one other school which is fully doing Junior High School work. There are five Rural Graded Schools, and quite a number of rural district schools. The high schools are doing very good work. To my mind, the teachers of Senior High Schools—that is, the principals—should hold State Certificates or Life Certificates, it being a manifest fact that the work in these particular schools is most important, and, as a rule, pupils from high school work down to primary are in attendance, thus making the principal's work not con-

fined to any one department, but throughout the entire school.

COUNTY LEVY.

It has occurred to me that it would be well for a law to be passed allowing the School Board of each county to make its own levy for school purposes. If the Legislature should enact a law delegating to the several School Boards power to make their levy, of course limiting the millage, it would result in greater good to the entire school system. There being no class of men in the counties as familiar with the immediate needs of the schools as the School Board. The educational campaign which has been conducted throughout the State was a wise move. This campaign advocated a 1 mill tax for school purposes. If this be done, the entire school system in Florida would soon be on a higher and better basis. It has long been a lamented fact that the school teacher has received inadequate compensation for the wondrous good he has done. It is the most underpaid profession there is to-day, and it is a fact that the future of every county and State of this Union depends largely upon the successful work of the school teacher. Raise their salaries, and reap greater results still. Notwithstanding this, it is with quite a degree of pleasure that I am able to point with pride to the teachers in this county. We are pleased with them, and they are doing good work. Our teachers compare most favorably with any teachers in the State. Just one word touching compulsory education: Ever since I knew what this meant I have favored it, and the more I contemplate its good the more I favor it. Of course, such an undertaking should be local, as environment must govern such a move. Where compulsory education can be inaugurated, it should be. If young boys and young girls were given their preference, they certainly would not attend, and parents are too often in-

clined to humor the child and find a good excuse for its non-attendance.

All of which it is my pleasure to respectfully submit for your Bi-ennial Report.

W. R. SIMMONS,
County Superintendent of Public Instruction.

BRADFORD COUNTY.

Starke, Fla., September 21, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I herewith submit the following brief report from this county:

SCHOOL BUILDINGS.

We now have forty frame buildings for white children, three others under construction, and twelve for negro children. We have one \$10,000.00 brick building. These are all provided with water and heat. About 75 per cent. of these are provided with patent furniture, and twenty-five have libraries.

FINANCIAL CONDITION.

Our financial condition is very good. Our teachers' salaries run from \$30.00 to \$125.00 per month. The teachers receive their money once each month, and their warrants are good for 100 cents on the dollar. Our teaching talent is improving, as many of our teachers attend the Teachers' Training Schools and read more largely professional books.

SPECIAL TAX DISTRICTS.

We have now twenty-two Special Tax Districts, paying annually \$5,500.00. They are highly appreciated and are very beneficial in many ways. The fund from these districts is used for teachers' salaries, repairs on buildings and all necessary supplies.

Respectfully submitted,

J. C. POPPELL,
County Superintendent of Public Instruction.

CALHOUN COUNTY.

Blountstown, Fla., September 30, 1910.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request of September 7th, 1910, I respectfully submit the following report from Calhoun County, including calendar years 1909-10:

FINANCIAL CONDITION.

Our financial condition is better than it has been in several years past. We are in debt a little over \$2,600.00; said indebtedness will be paid by April 1, 1911. Notwithstanding the above indebtedness, we have a balance carried over of over \$5,000.00 in all funds and can and do pay our teachers their salaries every month in warrants worth 100 cents on the dollar.

BUILDINGS.

We have some very fair school buildings, among which I might mention Blountstown, Altha, Wewahitchka and

Frink. Our school buildings are well taken care of, all repairs necessary being made in due time. We have twelve Special Tax School Districts, and each of these districts has voted the full 3-mills levy. So you see the awakening of the people in public education.

SCHOOLS.

We have thirty-five white schools—three new districts formed in the last year—and ten negro schools. Our school work during the last two years has, generally speaking, been very good, especially in the Junior High and best rural schools. Blountstown stands first on our list, with an enrollment of 202 pupils, and we are justly proud of the advance and progress of this school under the able and efficient management of the principal for the last four years to the upbuilding of this school, and has, I am pleased to say, been very successful.

Our next best school is Altha, with an enrollment of 183 pupils. This school has done excellent work in the last two years, with better promise for this term. All teachers in this school hold First Grade Certificates.

We have also several smaller schools which are pretty well imbued with the spirit of progress.

SCHOOL TERM AND TEACHERS' SALARIES.

Our school term is generally five months for rural schools and eight months for Junior High Schools.

Teachers' salaries range from \$25.00 per month to \$100.00 per month, depending on grade and ability.

GENERAL.

Our people of Old Calhoun are awakening fast in the cause of public education. A few years ago patrons in the rural districts were satisfied with any teacher they

could get, and now they don't want anything under Second Grade. If they keep on awakening, Third Grade teachers will have to find employment somewhere else.

I must say that "The Conference for Education in Florida" has done a great deal toward awakening the people to the needs of higher education, and much credit should be given to our State Superintendent of Public Instruction for his patriotic work in this matter.

Yours very truly,

P. F. FISHER,
County Superintendent of Public Instruction.

CITRUS COUNTY.

Inverness, Fla., October 15, 1910.

Hon. W. M. Holloway, Tallahassee, Fla.

Dear Sir:—In reply to your request, permit me to submit the following as my special report:

Our school affairs are in a very satisfactory condition and we are able financially to keep them up to the present high standing.

We now have in operation twenty-two white schools, employing thirty-eight teachers, and five colored schools, employing five teachers.

The attendance thus far this term shows a considerable increase over previous years.

In the way of betterment, we have within the last year erected four comfortable school buildings at a total cost of \$2,250.00. These buildings reflect credit on the respective communities.

Besides, we have made many other necessary and appreciated improvements, aggregating a cost of \$1,250.00. We are now arranging to erect a two-story building at Hernando, to cost not less than \$2,000.00, which will be a great stimulus to the cause at that point.

Our High School Department at this place has recently been seated with single patent desks, and this adds much to the appearance and comfort of our County High School.

Our teachers deserve special mention in this report, as all are honestly and faithfully discharging their duty.

Our schools are good. We have a judicious and wise County Board and they are loyal and true, as well as conservative, in the building up of our schools. We have sixteen local Boards, composed of representative school men, and they, too, are active in the betterment of our school conditions. School patrons, as well as the public, throughout the county appear to be in sympathy with our efforts and are truly co-operating with the administration.

I am glad to report that our county papers are doing everything possible for the advancement of our public schools.

I believe the people of the county generally are interested in the work for the good of the cause.

Wishing the public school system of the State great success, very truly yours,

R. L. TURNER,
County Superintendent of Public Instruction.

CLAY COUNTY.

Green Cove Springs, Fla., September 30, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—I take pleasure in complying with your request for data pertaining to the public schools of Clay County.

BUILDINGS.

The Board of Public Instruction of Clay County, in the

last two years, spent \$3,000.00 exclusive of donations, for new buildings. The new building at Orange Park cost \$2,100.00; is furnished with patent single desks, and all the available space in the completed rooms is covered with Hyloplate blackboards. The lower floor only is complete, but the building is planned along symmetrical and sanitary lines and is an addition to the town. The Orange Park Special Tax District paid and assumed one-fourth of the cost of the building. The other new buildings are: Pine Grove, Oypas, Lake Geneva and Highland. The last two, as all recent purchases, are furnished with single desks. The purchase of heart lumber for school house building in Clay County is a thing of the past. We buy as best we can, and paint at once. We are now building at Belmore, Montezuma and Russell. The Board of Public Instruction spent \$750.00 repairing such buildings as were worth repairing. A resolution of a School Board thirty years ago to pay \$100.00 for any school house 20x30 feet, with eight windows, was responsible for a lot of shacks that seldom rot and never burn. As population shifts, these blots on the landscape are supplanted by well-lighted sanitary buildings. None but carpenters are now allowed to contract new work. A new High School building in Green Cove Springs is now the long-felt want.

GRADED SCHOOLS.

We have only five regular graded schools. A regular course of study is attempted throughout the county. The curriculum conforms to the State Advisory Course of Study. The abolition of State aid to Graded Schools removes the temptation to promote students prematurely to fill up the higher grades, and was a blessing in disguise. Green Cove Springs has been declared a County High School by the present Board of Public Instruction, to run eight months, with a two months' normal in April and May. The time of starting this school has been fixed

for the first week in October, so as to continue until the June examination. Our school terms are six and eight months.

TEACHERS.

Twenty per cent. of our resident teachers married last year. We have a supply of Third Grade teachers. The demand for Third Grades is less each year, as nearly all schools have one or more advanced scholars. We have to import in part, for First Grades and the higher Second Grade teachers. We hope to improve this condition with our Spring Normal, which was run for the first time last spring. Salaries are gradually raised, a small bonus being paid for out-of-the-way places. We reserve the right to close a school for a low average, but allow all schools with a reasonable patronage and an efficient teacher to run regardless of average.

FINANCES.

We carried a small cash balance in the General Fund and a larger one in the Special Tax District Fund, after returning \$1,500.00 borrowed by a former Board. The county levy is $6\frac{1}{2}$ mills. The Special Tax Districts, which embrace the entire county, levy 3 mills. As a rule, the schools are run four months from the county fund and two months by the Special Tax Districts, but some districts run three months and the County High School eight months. Highland voted out its Special Tax District in 1908 and re-established the same in 1910. This voluntary tax voted by the people bi-ennially aggregates over \$4,000.00 and speaks well for the school interest.

TRANSPORTATION.

The lands of Clay County are in a great part held by large holders for naval stores, and colonization schemes, rendering extensive consolidation of schools an imprac-

ticability. We transport when it is in the interest of economy. To transport one neighborhood to another at a cost equal to a teacher's salary, over-running a hard-worked teacher, is not economy.

BOARD MEMBERS.

The members of the School Board in Clay County are all good business men, and conduct the affairs of the county on a business basis. The chairman refused to stand for re-election, but his successor will be an able one.

TEXT BOOKS.

Our five-year contract for text-books expires in June, 1911. We use Kellogg's first and second book in physiology. This book treats the temperance question scientifically, which I think is the proper solution of the problem. Duggar's Agriculture is also taught throughout the county. We have no place for a book on sanitation this scholastic year. We think the counties can make as advantageous deals with book sellers as the State, and adhere to the county unit.

Respectfully submitted,

W. H. BIGGS,
County Superintendent of Public Instruction.

COLUMBIA COUNTY.

Lake City, Fla., September 27, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir.—In compliance with your request for a report from Columbia County, I beg to submit the following brief report concerning the conditions of school affairs.

SCHOOL BUILDINGS.

During the past two scholastic years we have built three frame school houses, one for white children and two for negro children.

We have now eighty-two schools, fifty whites and thirty-two negro schools. The Board owns all of the buildings used for white schools and all but seven used by the negroes. The most of our schools are furnished with patent desks, properly heated, and furnished with charts and maps.

SCHOOLS.

The Columbia High School at Lake City is a handsome brick building, well furnished in every particular for high school work, and a splendid two-story frame building, with eight rooms, for the primary and grammar grades. Both buildings are well located in a beautiful pine grove and surrounded by many liveoaks. In this school we employ twelve teachers and maintain the full twelve grades. The graduates of our High School are recognized by all the leading colleges of the South.

We have one Junior High School at Fort White, with an enrollment of 105 pupils, employing three teachers.

We have five other schools, well graded, and employing two teachers each, which may be properly classed as rural graded.

We have forty-three district schools, employing one teacher each, which are acting well their part in laying the foundation for higher education.

REVENUE.

We have been levying the maximum limit of 7 mills for school purposes, which gives us annually about \$20,000.00, which, with about \$3,000.00 from the Special Tax Districts, the State apportionments of \$5,500.00 and poll

taxes of about \$1,500.00, gives us approximately \$30,000.00 for school purposes.

SPECIAL TAX DISTRICTS.

We have seven Special Tax Districts, which are beneficial in many ways, especially in creating interest on the part of the patrons of the schools, in extending their terms, supplementing salaries of teachers and enabling them to make such other improvements as they desire without having to wait on the school funds for help.

FINANCIAL.

At the close of the scholastic year, June 30th, 1910, our total indebtedness was \$14,177.12. Notwithstanding this indebtedness, our warrants are worth the full face value.

TEACHERS.

Our teachers are very much interested in their work and are energetic, progressive and enthusiastic, and we are giving them all the encouragement possible in the way of salary and equipment for their schools.

SALARIES.

We operate all of our schools from four to eight months each year, and pay our white teachers \$30.00 to \$175.00 per month, and negro teachers from \$20.00 to \$50.00 per month.

SCHOOL BOARD.

The members of the Board of Public Instruction of Columbia County are men of broad business experience. They are competent and just in all matters pertaining to the educational interest of the county.

CONCLUSION.

In conclusion, I wish to express my sincere appreciation to all the county officials for their co-operation and support given us in our educational work, and to all the citizens of this county at large who have aided us in maintaining their respective schools to the present high standard. We congratulate the State Superintendent and other members of the State Board of the Conference for Education in Florida upon their campaign rallies. We feel sure that they have been beneficial in many ways.

It is my earnest desire to see every educational endeavor in the State prosper.

Respectfully submitted,

J. W. BURNS,

County Superintendent of Public Instruction.

DADE COUNTY.

Miami, Fla., October 1, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—Since the publication of your last Biennial Report, Dade County has been divided by legislative enactment, the same having gone into effect July 1, 1909. This has reduced the territory over which I have supervision about 50 per cent., and the number of schools and pupils enrolled has been reduced about 25 per cent. from the number in the county before division went into effect. Dade County now has twenty-two white and eight colored schools, with a total enrollment of about 1,700 pupils, which employs fifty-two white and seventeen colored teachers.

All of the white schools, except five, now are in Special Tax School Districts, and have full eight months'

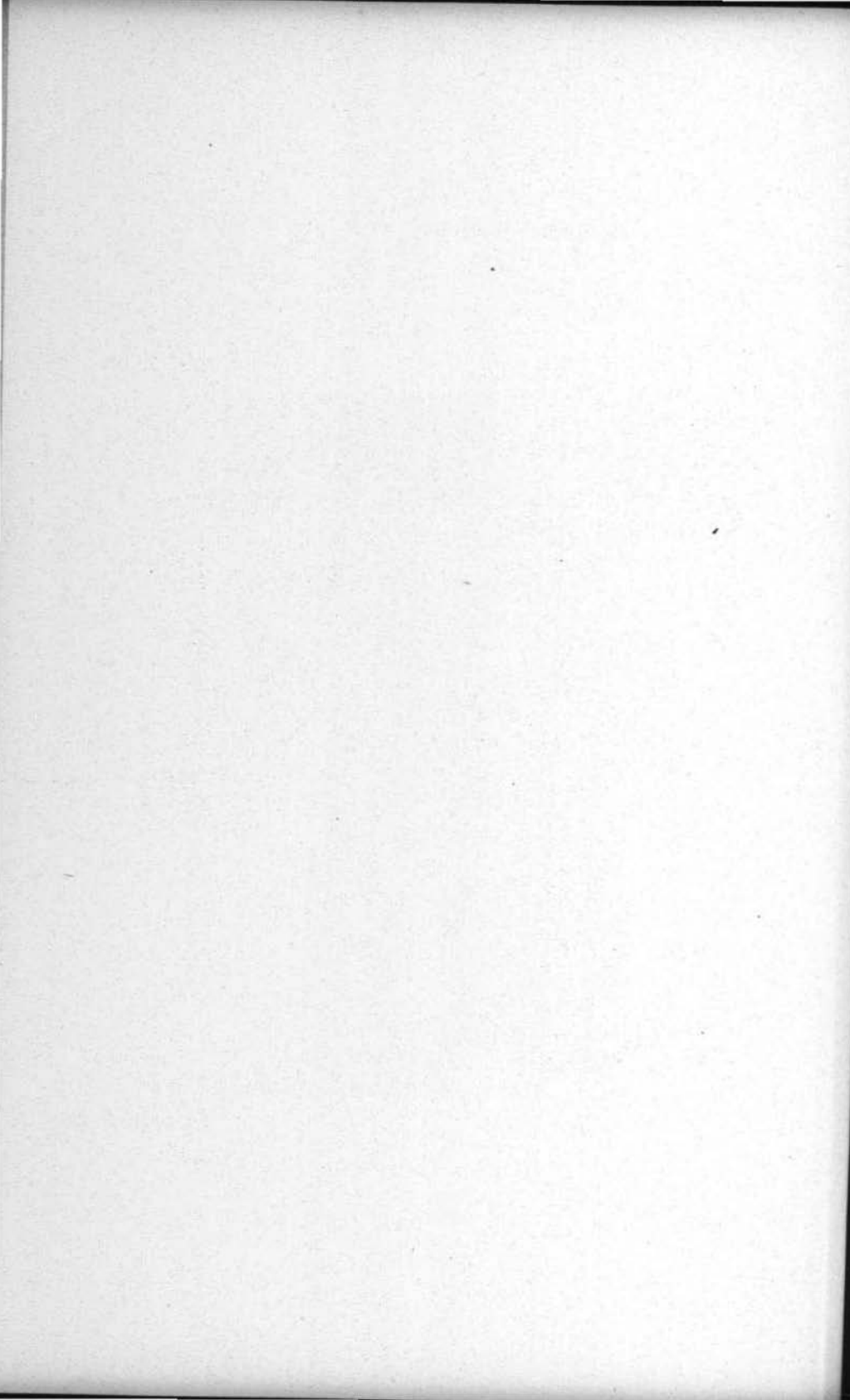
terms, and we expect within a year to have all schools in the county levying the maximum special tax and enjoying eight months' terms. Two of the new Special Tax School Districts were created this year as a result of the educational campaign rallies last winter. The special tax funds thus obtained enable us to employ better teachers and give two additional months to the schools. This is especially beneficial in the matter of grading and keeping the course of study uniform throughout the county, it being impossible to do eight months' work in six. In the Miami District the special tax amounts to over \$5,000.00 per annum, and the total special tax levied in the county for the year 1910 aggregates \$10,516.00.

The County Board of Public Instruction has recently let the contract for a splendid school building in Miami, to cost \$65,000.00, to be built of reinforced concrete and fireproof throughout. This building will be large enough to accommodate all pupils from kindergarten through high school grades, and with the system of ward schools already established this building will be ample for the city's needs for many years to come. It is proposed to have the high school occupy the entire third floor, which will have a large study hall, ample class rooms, laboratories, domestic science and commercial departments. When the high school department outgrows these quarters in a few years, a separate building will then be provided, and the present room turned over to the lower grades. At Fort Lauderdale a neat and substantial concrete building has just been completed, at a cost of about \$6,000.00.

The Miami schools now employ twenty-five teachers in the various departments, which include special instructors in vocal music, drawing and domestic science. The high school department employs eight teachers, including domestic science and commercial departments. The physical and chemical equipments are well selected and



FORT LAUDERDALE SCHOOL, DADE COUNTY.



the work being done in these departments is very satisfactory. In fact, I am pleased to report that the whole system is now well organized and will compare favorably with that of any city of the same size in the country.

The rural schools are well organized, and the pupils passing into the county high school are able to go on with the work, showing that the system is effectively organized.

A large school wagon is run from Little River to Miami, a distance of seven miles, which brings about twenty pupils to the high school department at a cost of \$80.00 per month, which is much cheaper than the operation of a high school course at Little River, and the pupils have the advantage of the best equipment and teachers that can be secured and at a small cost.

The teachers now employed are as good as can be found anywhere, and it is the policy of myself and the Dade County School Board to keep the standard up to the highest possible plane of efficiency. Such rules and regulations are passed as will insure the employment of the best, and at the same time to cause those already employed to keep in the forefront of professional preparation and improvement. A regulation was recently adopted which tends to prevent teachers with Second and Third Grade Certificates from getting in a "rut"; namely: "No teacher holding a Third Grade Certificate will be employed in Dade County longer than two years; and no teacher holding a Second Grade Certificate longer than three years." Along the same line, the Trustees of Miami District do not nominate teachers holding certificates lower than First Grade, or who have not had at least four years' experience in teaching or two years' training in an accredited normal school.

Since county division, as hinted at in the outset, Dade County proper is now compelled to provide school facilities for nearly 75 per cent. of the children of Old Dade, with a little less than half of the funds, and this places

a problem before my Board that is hard to solve; but I confidently believe that notwithstanding the above stated fact, and the fact that people are moving into this county in great numbers, and taxing our school houses to their utmost capacity, that the Board has the situation well in hand and that they will give the people of this county as good schools as can be found anywhere in the country.

Yours very truly,

R. E. HALL,

County Superintendent of Public Instruction.

DE SOTO COUNTY.

Arcadia, Fla., October 15, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Sir:—I have your recent request for a special report, showing the school conditions of the DeSoto County schools. My annual report was sent you some months ago.

RECENTLY APPOINTED.

I was only recently appointed County Superintendent to serve out the unexpired term of Hon. J. S. Carlton, resigned. Owing to this fact, you will please accept some general remarks in place of the special report usually made.

FINANCES.

DeSoto County levies the maximum 7 mills for county school purposes. This enables us to run all the schools for five months out of county funds. By the decision of the State Supreme Court, made during the bi-ennium just closed, DeSoto, in common with other counties, suffered. Several thousand dollars were due teachers for

extended terms, contracted for under the statutes giving State aid to high schools, rural graded schools and to those making the "80 per cent. attendance." However, I am glad to report that the County Board made good all these contracts, paying the extra amount out of the county funds. No teacher lost a dollar because of the court decision that was such a blow to the school interests of the State. As will be seen by my reference to my annual report, this Board has every year to borrow a considerable sum in order to meet the monthly pay-roll of teachers and other claims. There seems to be no other course, under our present system of collecting taxes. The policy of the Board is to make our appropriations always come within our income.

SPECIAL TAX SCHOOL DISTRICTS.

DeSoto now has thirty-four special school districts. These all levy the extra 3-mill district tax except one, that has 2 mills. The funds so collected are used to supplement teachers' salary, extend the length of the term, and for other local school purposes. So popular has this special district idea become, under the wise policy of the County Board and Trustees and my predecessor, that it seems probable every school in the county will soon be in a Special Tax District. Some difficulty prevails at places to secure Trustees who have the time to actively attend to the duties of the position.

BUILDINGS AND IMPROVEMENTS.

Because of the court decision, and the unexpected debts already referred to, not so many buildings have been erected during the last two years as was hoped. However, the Board is constantly helping to repair and to build. The policy now is generally to furnish the money to pay for the material, with the understanding that the patrons will meet the expense of labor. out of the

special funds or private means. Most of our schools now have frame houses and are supplied with patent desks, charts and blackboards. During the coming biennium we hope to see good school houses, properly equipped, in every district.

HIGH SCHOOLS.

DeSoto is a large county. In territory it exceeds all others, but the population is largely in the western portion of the county, within a short distance of our two railroads. It has been thought best, for the school interests, to maintain three Senior High Schools, located respectively at Punta Gorda, Arcadia and Wauchula. These are open eight months to any pupil from the county who can enter the seventh grade. Wauchula has a fine modern house. Arcadia has so overgrown its modern stone building that the town has voted bonds for another building, to cost \$15,000.00. Punta Gorda is completing a splendid stone house. These schools are well graded; the graduates readily enter the college classes at the University and the Woman's College and any other reputable institution for higher learning. Wauchula has the largest enrollment, and the principal has been in charge for more than a half-dozen years. At the other two points the principals are serving their third and fourth years. Prior to the recent court decision, from which so many counties will date their period of greatest handicap, DeSoto maintained Junior High Schools at Nocatee and Bowling Green. These schools and three or four others are still doing some high school work, but are not required to do so, and are not carrying the course of study formerly prescribed for Junior High Schools.

LENGTH OF TERM.

As already stated, all the schools of the county are open five months. The three Senior High Schools get eight months. A number of the other schools have six

and seven months through the help of the special tax funds. We are glad, also, to report that a few localities have private terms of four to eight weeks, after the close of the public schools. The needs of the children to help on the farm, in the truck patches and during the orange shipping season greatly militates against long terms and good average attendance.

COURSE OF STUDY.

This county, as required by the State Board, has a printed course of study for all the schools. It was prepared by a committee of leading teachers several years ago. How to get the outline followed strictly, so as to slight no branch and secure just and satisfactory advancement of the pupils, is the great problem. Who can solve it, with our frequent changes of teachers? Many of our best teachers lament their lack of time to give the proper instruction in English, so as to enable the children to understand the text-books. Some, however, are asked to teach high school branches, even when so crowded for time in the grammar schools.

OUR GREATEST NEED.

After a few months' experience in this county, I do not hesitate to say that DeSoto's corps of teachers compare well with those of any other county. They are trying to render good service. But our greatest need yet is trained teachers, who will or can remain in a county or in certain schools long enough to accomplish more satisfactory work. An examination of the registers and records of this county will show that the great majority of our schools have a new teacher every year. Of course, there are exceptions. No teacher feels that he can do his best in the short space of five or six months. We pay from \$25.00 to \$125.00 per month. Our average salary places DeSoto ahead of many other counties. Still, we find it

difficult to secure and retain a sufficient number of teachers to supply the demand. Our strongest men drop out of the work. The low salary, short term and fickleness of patrons tend to discourage those who desire to make teaching their life-work. Our County Board has maintained for five or six years a county normal every summer. The greater number of our teachers have gladly availed themselves of this opportunity to obtain a certificate or raise the grade of the one they already hold. The gradation sheets in this office show few failures at the examinations. All this has done much to help the teachers and schools. Others of the DeSoto boys and girls have attended the Madison and Dade City Normal Schools. Some have had the benefit of the State Summer Training Schools. Judging by what I have seen, our County Normal and these other short-term schools have not had the time to do much real normal work. The instruction is largely to prepare for the teachers' examination; only a minimum amount of the time is given to methods and actual normal work. How to induce strong men and women to prepare and remain in the teaching profession is the question of the hour. The increased cost of living bears hard upon all who work for salaries, especially teachers who have employment for only a part of the year.

THE OUTLOOK.

DeSoto County is increasing in population. So far our school population has grown faster than our available income. With the bright outlook of increased assessment from recent investment and development, we confidently hope for great improvement along all lines. Our people are progressive. They cheerfully pay the school tax of 7 mills, and also the extra special district local tax. Our teachers are willing and anxious to cooperate with the powers that be in all efforts to advance the cause of education. We look to the future in confidence. It shall be our constant aim to bring about an

active sympathy and co-operation with the teachers on the part of patrons and citizens. A number of the School Improvement Clubs have been organized. The county press is a unit in advocacy of the great community interest of our public schools. We have a splendid County Board of Public Instruction. All the members have served years, and will be re-elected without opposition at the coming election. Two of the members are former teachers of the county. As County Superintendent, I count myself fortunate in having over me, and behind me, gentlemen so familiar with the local conditions, and so actively interested in the work of public education. All acting together, some day DeSoto County will show many districts giving free board or greatly supplementing the teachers' salaries.

Very respectfully submitted,

W. B. HARE,

County Superintendent of Public Instruction.

DUVAL COUNTY.

Jacksonville, Florida.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request of recent date for a report from Duval County covering the past two years, I beg to submit the following:

ENROLLMENT AND BUILDINGS.

The present enrollment for the entire County of Duval has increased 940 pupils since the end of the 1908 school year. Of this increase, 746 are white pupils and the balance colored. This large increase has necessitated the erection of new buildings near the city limits of Jackson-

ville, two new eight-room brick buildings having been completed in December, 1909, and the third was completed in October of this year. For the rural districts we have erected during the past two years three one-room buildings and two two-room buildings; a third new two-room building will be completed by November 1st, 1910.

In addition to the above, the Board has also erected a four-room brick addition to one of the city schools and has purchased property in another of the suburbs of the city with a view of building thereon in the near future.

TRANSPORTATION.

It is our policy to do away with the transportation of pupils as far as possible, and this, to a certain extent, has been responsible for the number of small buildings that have been put into operation during the past two years. In this manner we have decreased our expenses of transportation approximately \$5,600.00, while our total expenditures for new buildings has only been \$4,800.00 for the same period of time. This comparison will show that it is not only cheaper to have more and smaller schools, but it will increase the financial standing of the county by having real estate and buildings to show for the expenditure of this amount of money.

The wagon system of transportation has been tried extensively in this county for about twelve years, and in some respects has proven a success; but, taken as a whole, the consolidation of smaller schools into one large school by means of this system will, in the majority of cases, prove not only unsatisfactory, but also an expense which few, if any, of the counties of this State can afford to assume.

TEACHERS.

The large increase in the enrollment has naturally necessitated an increase in the teaching force of the

county, and at this time we have sixty more teachers employed than at the close of the 1908 term. On this account it has been found necessary to change the method of fixing salaries, and at the present time a permanent salary scale is in effect.

During the past summer a free summer institute was conducted by the Board of Public Instruction, under the supervision of Prof. R. B. Rutherford, of this county, and Miss Carrie A. Bartlett, of the University of Chicago. This was done mainly for the benefit of the younger teachers who have not had any special training in the normal schools, and a great many of the older teachers were also in attendance.

SUPERVISION.

The supervision of the schools in this county has been made into two divisions, the city and suburban schools, and the rural schools, a supervising principal being in charge of each division. In this manner an appropriate course of study can be closely followed, and each school, no matter how small nor how remote, receives the same amount of supervision. In the city and suburban schools the work of each grade has been outlined and designated for each month during the school year, and at the close of every month uniform examinations are sent out from the Superintendent's office, insuring in this way the absolute uniformity of all the grades in these schools.

FINANCES.

The total or net indebtedness of the county at the close of the fiscal year amounted to \$120,723.97, divided as follows:

Outstanding indebtedness for lots, new buildings, repairs, fuel, rent, transportation, salaries, etc., \$65,888.60; outstanding Duval High School building time warrants, \$49,153.62, and outstanding warrants in judgment, \$5,680.25.

This amount shows an increase over the indebtedness of 1908 of approximately \$23,000.00. This, however, can easily be accounted for by the large increase in the teaching force and the new buildings just completed. At the present time the actual running expenses, eliminating the expenses for lots and new buildings, is approximately \$20,000.00 less than the actual receipts.

If the pressing demand for new buildings could be met outside of the present tax receipts, the Board of Public Instruction of Duval County would undoubtedly be free from debt within five years. New buildings are needed in practically all of the city districts, and there is a movement on foot to make an effort to raise the necessary amount to replace the old frame buildings now in use with modern, fireproof structures. If we are successful in this undertaking, the schools of Jacksonville and Duval County will soon be on a par with any school system in the United States.

Respectfully submitted,

JAMES Q. PALMER,

County Superintendent of Public Instruction.

ESCAMBIA COUNTY.

Pensacola, Fla., Oct. 1, 1910.

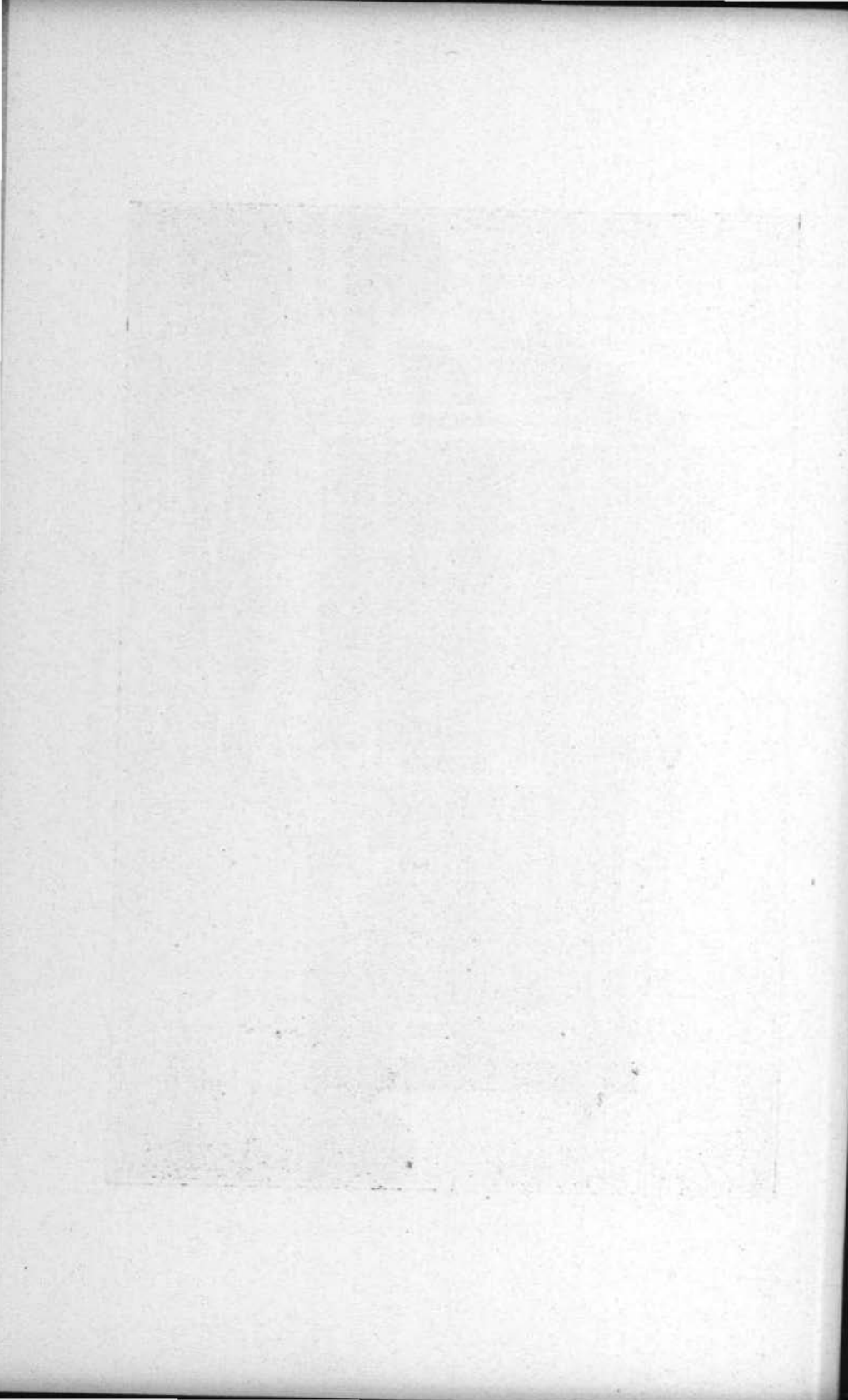
Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request for a statement of school operations in Escambia County for the calendar years of 1909 and 1910, I submit herewith a synopsis of same.

In enrollment and average attendance of pupils in our schools for these last two years, there has been some increase, but it has, I will freely admit, not come up to my expectations or wishes in either case.



PENSACOLA HIGH SCHOOL.



The growth in enrollment and average attendance in our city schools has been steady and continuous, but Escambia County for the last few years has gone extensively into growing cotton, and while cotton growing on the rich lands of Escambia County is a money-making business, it is a bad crop for public schools to buck against.

BUILDINGS.

During the year 1909 we erected in the country districts five comfortable one-room buildings, and one nice three-room building. Size of rooms in three of the one-room buildings and the three-room building is 26x32, and 12 feet between joists. Two of the one-room buildings are 20x26x12 feet. All of these buildings are well lighted, ventilated, heated, and seated with patent desks, and while they are not costly buildings, they are comfortable and well adapted for school purposes.

So far this year (1910) we have erected one nice two-room building in the country, the rooms of which are 26x32 feet, and in the city one handsome four-room building, rooms 26x32 feet, with large hall. We have also added two large rooms to old school building No. 40, making this a fine six-room building. Last, but not least, we have just completed a fine fire-proof, reinforced concrete High School building, outside dimensions of which are 80x90 feet, and three stories high, counting the basement, eight class rooms 28x28 feet, one study hall 32x80 feet, cloak rooms, principal's room, toilet rooms, etc. The laboratory and heating rooms are in the basement, also a room 60x80 feet in which I hope within a short time to have inaugurated a first-class equipment for an industrial and domestic arts school.

This building is an ornament to our city, and while there may be larger school buildings in the State, I doubt very much whether one can be shown that is a handsomer build-

ing, or better adapted for school purposes than our new Pensacola High School building.

I will furnish you a cut of this building, and also of the new four-room building as soon as I can get them made.

For white children the Board now owns fifty different school buildings, with one hundred and fifteen large well lighted and ventilated class rooms, and we are using two private buildings with one room each.

For negro children the Board owns ten school buildings with twenty-nine class rooms, and have fifteen buildings with sixteen rooms rented. All of the buildings owned by the Board are seated with modern desks, and are well lighted, ventilated and heated.

THE EDUCATIONAL PROPAGANDA.

We were certainly in bad luck last year in our attempts at public meetings in this county. Two appointments were made by the distinguished educators of this State engaged in this work of arousing a livelier interest in educational matters throughout the State, but owing to unfortunate mishaps, the first meeting was but poorly attended, and the last was recalled owing to serious sickness in the family of your humble servant.

We certainly look for better results another year, and we will try and conduct a number of live meetings in various sections of the county to make up for lost time.

FINANCES.

It seems to be a waste of effort to try and get our State Legislature to enact a revenue law on strict business methods, and our School Boards will still have to continue in paying large sums for interest, thus reducing the actual amount of cash that would otherwise be available for school purposes.

Under the present system our pay rolls are about three-

fourths completed for the year before 20 per cent of the annual taxes are paid in.

The State holds in trust for the counties large sums of money belonging to the schools, and this money is loaned out to outsiders at from 3 to 3½ per cent interest per annum, while School Boards are forced to borrow money and pay 8 per cent for same. Could not this money be loaned to those counties wishing to borrow at, say 5 per cent? The non-borrowing counties would realize much more from an annual interest of 5 per cent on this State fund than they do now at 3 per cent, and the borrowing counties could much better afford to pay 5 per cent than the rate of 8 per cent which they now pay.

The State would be amply secured, for it would have in its hands each county's share in this interest fund in addition to each county's share of the State 1-mill school tax. The State being absolutely safe, and each one of the counties being better off, pray tell us why this plan should not be adopted and carried out?

Yours truly,

N. B. COOK,

County Superintendent of Public Inst.

FRANKLIN COUNTY.

Apalachicola, Fla., October 13, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In conformity with your request for data of the public schools of Franklin County for your Biennial Report, I beg to thank you for the privilege and I heartily embrace this, my first opportunity, to say something relative to the schools and school work of my county.

SCHOOL BUILDINGS.

While our Senior and Junior High School buildings are kept in good state of repair, owing to the increase of enrollment for the past two years in the primary grades we need larger and more adequate buildings to accommodate these grades. We have built one new rural school house this past year. It will be neatly painted and furnished with patent desks.

All the school buildings are well ventilated and furnished with maps and globes. All schools are taught in buildings owned by the School Board, with one exception.

The grounds are generally well kept, and there is a growing interest among the people to beautify and make attractive the school grounds; this is especially true in Apalachicola.

FINANCES.

On making up the estimate two years ago of the money necessary for the maintenance of our schools, it was found that the amount then being levied was insufficient to meet the demands. The Board of Public Instruction, therefore, asked the County Commissioners to grant the schools the maximum school levy. The Commissioners refused to grant the 7 mills, and the School Board found it to be necessary to take legal steps in the matter. The Board won its claim by a writ of mandamus. Since then we have been receiving 7 mills, and the amounts derived from this levy have enabled us to run our schools and pay up all outstanding indebtedness. All of our white schools, with one exception, are run eight months in the year. The negro schools are run six and seven months.

Last year the patrons and friends of Dunbar negro graded school, of Apalachicola, donated one hundred and seventy dollars, the amount necessary to run the school one month, which made eight months' term for that school.

LOANS.

Our School Board has to borrow money with which to run the schools, paying 8 per cent. interest. If the taxes could be collected promptly, we could avoid borrowing so much money, and thus save approximately \$300.00 interest. Last year the time for closing the tax books was extended. This plan may accommodate a few taxpayers and prevent a few acres of land from going to the State, which possibly would have happened had the tax books been closed in conformity with the law. But, on the other hand, such a plan does not work to the best interest of the people, for as a consequence of this particular case our Board had to borrow money that it would not have had to borrow, and extend previous loans.

It seems to me that in all fairness the School Board, the only men who know the real needs of the public schools, should have a voice in such matters as above stated.

POLL TAXES.

The poll tax law should be amended, I believe, that every man from 21 years of age up to 55 should be assessed a poll tax of \$1.00 per year and measures legislated upon by which these assessments can be collected.

As the law now stands, a property owner, though he does not pay but a few cents personal or real tax, must pay his poll tax, and there is no grounds for objections to this, but the man who does not own any property, nor cares nothing for his privileges as an elector, and there is quite a number of such men, can go a lifetime without paying one cent of poll taxes and, at the same time, enjoy the privileges of sending to school if he desires to do so.

COMPULSORY EDUCATION.

For a long time I have favored compulsory education.

Now I am firmer than ever in my views on this subject; every day I see something that strengthens my belief in a compulsory school law.

There has been in my mind, heretofore, one objection to such a law. I have thought that, in exceptional cases, an extreme hardship might be worked upon some poor widow, who absolutely must have the wages that her boy might be able to earn.

Such cases are very rare. But even this can be overcome by making a provision in the law for such cases. Where such cases should exist, let the State pay to the unfortunate the wages of the boys and compel them to go to school.

SPECIAL TAX SCHOOL DISTRICT.

We have but one Special Tax School District in this county. This special district was created in Carrabelle by an election held on the 14th day of June, 1910. We expect to realize a great change for the better in the schools of the Carrabelle Special Tax School District from now on.

We hope, before another year passes away, to see the entire county divided into Special Tax School Districts.

PHILACO CLUB.

I wish to mention the fact that the Senior High School of Apalachicola has a true friend in the Philaco Club of this city.

I will not attempt now (as I think I have already intruded upon the space that may be allowed me in your report) to mention the many benefits that our Senior High School has received from the Philaco Club. But wish to say that this club has been a very strong factor in making Apalachicola High School what it is to-day, for which the Board of Public Instruction desires to express their thanks.

CONCLUSION.

In conclusion, I wish to thank you for the consideration you have shown me for the time I have been in the office of County Superintendent, and to express my appreciation for the good you are doing for the cause of education in Florida.

Yours very truly,

A. A. CORE,

County Superintendent of Public Instruction.

GADSDEN COUNTY.

Quincy, Fla., October 6, 1910.

Hon. W. M. Holloway, Tallahassee, Fla.

Dear Sir:—In compliance with your request for a summary of the school workings in our county (Gadsden) for the past two years, 1909 and 1910, I submit the following:

To begin, I will make the statement that we are making advances in the right direction in school matters. Our Board of Public Instruction is composed of practical, progressive, though conservative, men, and is making every effort to keep pace in school matters with the best up-to-date views.

We have at last succeeded in our efforts to secure a high school building at our county seat, of which both Quincy and Gadsden County are justly proud. The Gadsden County High School building of itself tells the tale that we are looking ahead. It has thirteen or fourteen rooms, with all the modern conveniences, and cost the city of Quincy and the Board of Public Instruction about \$25,000.00. This school building has been furnished in modern style mainly by the efforts of the principal and the Ladies' School Improvement Association. The lot, structure and school fixtures cost, all told, about

\$30,000.00. The principal, with ten able assistants, has the school in charge; and with such an active, efficient and up-to-date principal of our high school, backed by an intelligent community, our county will not loiter on the way.

One good thing always leads to another, and Havana, our East Gadsden town, is also on the warpath and is right now laying the foundation of an academy building that, with its fixtures, will cost upward of \$6,000.00. The good people over there have been making an effort for several years to have a first-class school house for their town and Special Tax District; and the one now being built, which will be ready for school purposes on the 1st of January, 1911, will be an ornament to the town and of great benefit to the people of that Special Tax District.

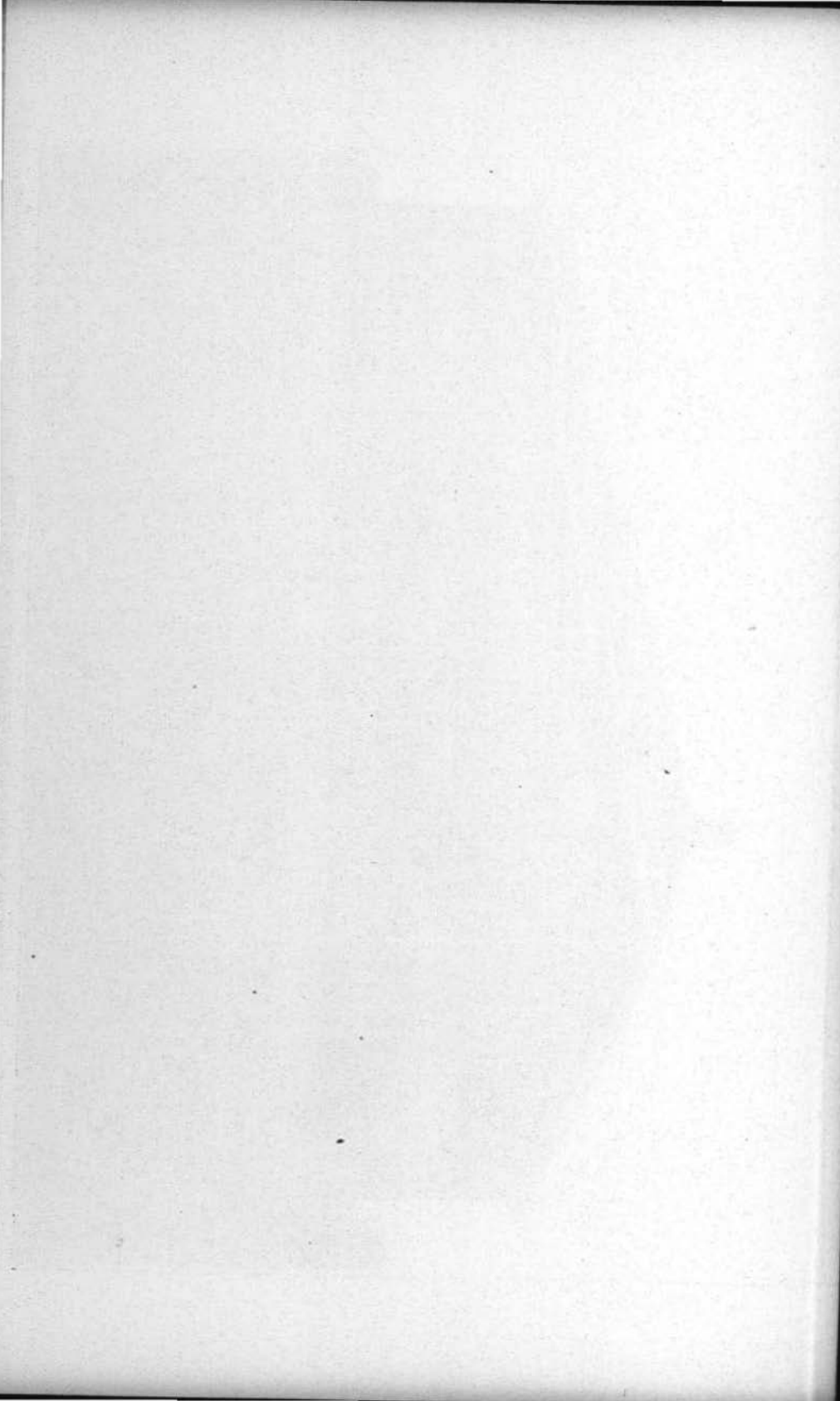
Since the issuing of your last Bi-ennial Report we have erected two rural school houses, at a cost to the Board and patrons of about \$500.00 each. We have also established two more Special Tax School Districts, one at Greensboro, on the Apalachicola Northern Railway, and the other at Chattahoochee; and one or two more are in contemplation. In two or three neighborhoods we have consolidated two, and in one place three schools, with a principal and assistant for each in lieu of the one-teacher schools abolished.

Our teachers are gradually securing the higher certificates. Out of fifty or more white teachers we have only two or three holding Third Grade Certificates. Our patrons are averse to having teachers with Third Grade Certificates, and they will have to go higher up or drop out of the work. While speaking of teachers, let me say that our salaries are all higher than they have ever been before. Our finances are also on a solid basis, and our teachers are all paid off with cash warrants at the end of the month. For two or three years we have gone to the maximum tax limit in making our levy (7 mills), and the



PHOTO BY STUART

GADSDEN COUNTY HIGH SCHOOL, QUINCY, FLA.



Special Tax School Districts all have an additional levy of three (3) mills.

In addition to the above, the terms of our schools are gradually being lengthened. Our schools used to be mostly of four months' duration, while we now have them running five, six, seven, eight and even nine months.

Most of our white children of school age attend the schools; and under existing circumstances our county prefers no action in the direction of a compulsory attendance law, and we hope that no radical changes will be made on that point. We also trust that no radical changes will be made in the direction of uniformity of text-books. We incline to the county unit in school matters.

As the high school is the only college that forty-nine-fiftieths of our boys and girls ever have an opportunity of attending, I think that every advantage possible ought to be extended to them, and especially those advantages that will give them practical knowledge along industrial lines, so that when the boys and girls leave school and start out to make homes for themselves they will have some knowledge of real life, and will know how to do something, and not be practically ignoramuses when they start out on life's journey. A great many couples actually do start out in that discouraging and pitiable condition.

I see that you have selected a committee to revise the School Laws of the State of Florida. We are always uneasy when the School Laws are being tampered with and pulled to pieces. The committeeman selected from our county, Prof. A. B. Clark, is thoroughly practical, and I hope that the other members of the committee are all right on practical working lines. We would like to eliminate politics and too much theory from our school affairs.

Yours very truly,

J. R. KEY,

County Superintendent of Public Instruction.

HAMILTON COUNTY.

Jasper, Fla., Sept. 30, 1910.

Hon. W. M. Holloway, State Superintendent Public Inst.,
Tallahassee, Fla.

Dear Sir:—I take pleasure in complying with your request of recent date relative to the school work in Hamilton County for the past two years.

BUILDINGS.

During the past two years the School Board of Hamilton County has erected ten new school buildings at a cost of \$3,500.00. It has spent \$1,500.00 more in repair of school buildings and \$600.00 for furniture. With a few more hundred dollars spent in repairing we will have a good school house in every white school district in the county. Our schools are furnished with patent desks and Hypolate blackboard.

HIGH SCHOOLS.

We have one Senior High School at Jasper. There are two Junior High Schools, one at Jennings, and one at White Springs. These schools are well attended, and they are doing good work. The length of term is eight months, and tuition is free to all pupils residing in Hamilton County. The failure of the State to meet its obligation in paying the State aid promised to High Schools for the two years 1908 and 1909, was a hard blow to the High School, but the County Board of Public Instruction and the Special Tax Districts assumed the obligation and paid every cent of it. At Jennings the patrons raised \$360 by private subscription in order that their school should continue eight months.

SCHOOLS.

There are forty-four white and sixteen colored schools in the county. Last year we employed sixty white teachers at salaries from \$35.00 to \$120.00 per month. We also employed eighteen colored teachers at salaries from \$15.00 to \$40.00 per month, and every school in the county was taught last year except one. The length of the term has recently been extended to five months. The schools are well attended and much good is being accomplished. Patrons are interested in educating their children, and they are wanting longer terms, and better schools. Our teachers are the very best that can be secured for the salaries that we pay.

SPECIAL TAX DISTRICTS.

There are four Special Tax Districts in this county. About \$2,500.00 special tax districts funds are collected annually. It extends the term from five to eight months. I have made great efforts to have other Special Tax Districts established, but I have failed. With a five months' school term it is a hard matter to get the people of the rural districts to vote for a Special Tax District.

FINANCIAL.

The county is in very good condition financially. At the close of the last scholastic year there was a balance on hand of \$1,416.07 to the credit of the county school fund while the Special Tax Districts were in debt more than \$1,400.

Our school warrants are worth their face value at the banks. When we have no money in the treasury, we borrow from the bank, and pay our teachers promptly. I find that everybody likes this plan better than the old way of paying in scrip which could be discounted at from 5 to 35 per cent, or held until taxes were collected.

STATE UNIFORMITY OF TEXT BOOKS.

I favor State uniformity of text books. In States where they have State uniformity of text books, the books are much cheaper than they are where there is no State uniformity. State officials can enforce the provision of contracts with book companies better than county officials. State officials as a rule are better qualified to select text books than are county officials. Some of our County Boards of Public Instruction are composed of men who have not a common school education, yet every five years they are allowed to select and adopt text books for their counties.

ONE MILL TAX FOR HIGHER EDUCATIONAL INSTITUTIONS.

I am opposed to a 1-mill tax for the support of our four higher educational institutions because only a small per cent of the children of the State are enrolled in those colleges. If there is to be an additional one mill tax, let it be appropriated to the rural schools where the great majority of the children are enrolled.

EXAMINATION LAW.

The present examination law is a good one. There could be some changes made which would make it better. Instead of having a grading committee in each county, there should be one grading committee appointed by the State Superintendent for the State, then the grading would be uniform throughout the State.

COMPULSORY EDUCATION.

I am opposed to a compulsory school law. I do not believe that parents should be forced to send their children

to school. A man should not be forced by law to have interest enough in his children to educate them. I believe that if good schools and good teachers are provided, the parents will send their children to school.

Respectfully submitted.

J. A. JACKSON,
County Superintendent Public Inst.

HERNANDO COUNTY.

Brooksville, Fla., October 4, 1910.

Hon. W. M. Holloway, State Superintendent of Public Inst., Tallahassee, Fla.

Dear Sir:—In compliance with your request for a report as to the condition of the schools of Hernando County, I beg to submit the following statement:

BUILDINGS AND GROUNDS.

All school buildings are well cared for and kept in good repair, and with only two or three exceptions are ceiled and painted. Grounds, none of which are less than one acre in extent, are enclosed with good substantial wire fences, or fencing has been authorized by the County Board of Public Instruction, many are adorned with trees and shrubs planted and cared for by pupils.

All schools are supplied with chairs and desks for teachers, patent school desks for pupils, maps, globes, charts, blackboards and other necessary equipment.

During the last year a portion of the Hernando High School buildings was replaced by a substantial brick building, at an expense of \$3,500.00. We are now planning to replace the remainder of the frame building with a brick structure during the coming summer. This improve-

ment will call for the expenditure of about \$6,000.00. We have just completed a rural school building costing \$250.00.

FINANCIAL CONDITION.

School finances are in healthy condition, although somewhat crippled, and greatly inconvenienced by the loss of State aid, by close and rigid economy, we have kept all white schools in operation for full term of eight months, and the negro schools for terms of four to six months. We expended some \$4,500.00 for new buildings and repairs, and still managed to carry over a cash balance of \$2,600.00 from June 30th, 1910.

We have reached the legal limit in the matter of school taxation, as with the exception of one Special Tax District which is levying 2 mills special school tax, we are levying and collecting 7 mills general and 3 mills special tax for school purposes.

TEACHERS' SALARIES.

We have encountered considerable difficulty in securing competent teachers for our rural schools at salaries formerly paid, and have been forced to increase salaries in some instances. All schools are now supplied with earnest and efficient teachers, a large majority of whom hold first grade certificates. We have been materially assisted in securing desirable teachers by the splendid Normal Schools of the State.

FREE TEXT BOOKS.

As the years go by our system of supplying free text books to all pupils grows in popularity and takes firmer hold upon the affections of our people. With this system in vogue there is absolutely no excuse for a normal child

to grow up in ignorance, except the criminal indifference of the parent. To this system we attribute the extreme rarity of illiteracy in this county.

GENERAL CONDITIONS.

Schools are generally in splendid condition, enrollments increasing steadily, from year to year. Average attendance showing steady growth, monthly reports for first month of present term show an actual attendance of over 90 per cent of enrollment. Parents almost without exception show an earnest interest in educational affairs, and a commendable disposition to assist teachers and school officials in the discharge of their duties.

In conclusion, I must say that the members of the present School Board of Public Instruction of Hernando County are heartily in sympathy with the best educational interest of the county, and are always ready to co-operate with, and assist the Superintendent in any effort to advance the cause of better education. We trust, that with the assistance and co-operation of our School Board, and an interested people, we may be able to make our schools such as will meet the approval of the most exacting.

Respectfully submitted.

W. A. THAXTON,
County Superintendent Public Inst.

HILLSBOROUGH COUNTY.

Tampa, Fla., October 4, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Sir:—In compliance with your request of September 7th, I have the honor to make the following report:

IMPORTANCE OF SCHOOL SUPERVISION.

Realizing that the most important duty of a superintendent of schools does not consist in attending to the routine work of the office, essential though this may be, but in inspecting the work of teachers and ascertaining the actual results accomplished, and in encouraging and inspiring teachers and pupils to renewed efforts, I, immediately on entering upon the duties of the highest and most important office in the county, began with the inspection of schools, endeavoring to learn their condition, so as to plan intelligently for their improvement. In this work I was guided by time-honored principles underlying the work of supervising and inspecting schools and, therefore, did not simply observe the condition of school houses and grounds, the manner in which the teachers managed the schools, the methods of teaching employed, or inquire as to the number of visits made by trustees and patrons, but I aimed, in addition, to find out the actual results accomplished in the several studies by the methods in use, and the progress of pupils in acquiring those essential habits of industry, accuracy, rapidity in mental and written arithmetic and in dictations, writing legibly, reading understandingly and fluently, applying readily the knowledge gained, standing erect, moving gracefully, and, above all, the progress made in politeness.

VISITS MADE.

From January 6th, 1909, until May, 1909, I made fifty-one official visits to schools, inspecting the work of one hundred fifty teachers. From August, 1909, until May, 1910, I made one hundred fifty-eight visits and thoroughly examined into the work of two hundred twenty-two white and forty colored teachers; and class rooms that needed special attention I inspected two and three times.

After carefully comparing the results accomplished by the various methods employed in the conduction of

schools, I am now more convinced than ever that mere assigning of lessons and hearing recitations does not constitute teaching, but is largely a waste of the pupils' time and energy, and will, as a rule, result in bad habits of study and eventually cause many pupils to become discouraged and disgusted with school life. I heartily agree with Dr. Prince that "repugnance to study, waste of application, idleness, defective observation and memory, unreliable judgment and reasoning, and moral turpitude, may all result, in part at least, from wrong methods or no methods of teaching and affect the whole future life of the boy and girl."

TEACHERS' INSTITUTES.

To bring about improvement in the methods of teaching and in the management of schools, under the direction of the Board of Public Instruction I have conducted three teachers' institutes of eighteen, twenty and six days' duration, respectively; and I have held during 1909 and 1910 fifteen teachers' meetings, two district institutes and seven general school meetings.

COURSE OF STUDY.

To give teachers further aid and to bring about a certain degree of uniformity in the work of the schools of the county, a course of study, with outlines of the work, rules and regulations for principals, teachers, pupils, supervisors and trustees has been prepared and printed in the form of an attractive pamphlet containing sixty-two pages, and teachers and school officials have been supplied with copies. A new course of study has also been adopted for the Junior and Senior High Schools of the county, offering three courses, namely, an English-scientific, a classical, and a commercial course.

LIBRARIES.

My observation has led me to believe that many of our boys and girls cannot cultivate a taste for good reading because they have not access to good books; and if they acquire the habit of reading good literature during school life, and are given an opportunity of getting it, they are comparatively safe for life, intellectually and morally.

I have addressed letters to trustees urging them to appropriate money for school libraries, and, as a result of this, sixteen rural schools have been furnished with carefully selected books, which are being read with great interest and profit by pupils of the several grades. Rules and regulations for the management of libraries have been prepared.

INDUSTRIAL INSTRUCTION.

Manual training for boys and domestic art and science for girls are successfully taught in the St. Petersburg schools, and in two schools in the city of Tampa.

A beginning is being made this year in teaching the elements of agriculture. Since teachers received a practical course in this important branch of learning at the institute last summer I expect to find encouraging results.

NEW BUILDINGS.

During the past two years there have been erected seven frame buildings, costing from three hundred to one thousand dollars, and three buildings costing less, and one brick building in West Tampa costing fourteen thousand dollars.

In St. Petersburg there is now in course of construction a high school building which will cost thirty thousand dollars, the town of St. Petersburg having voted and sold bonds for that purpose.

The Board of Public Instruction will let the contract for a county high school building this month, which will cost about fifty thousand dollars.

With the exception of a few country schools, the schools are all supplied with patent desks and good blackboards. I am glad to report that teachers are beginning to ornament the walls with pictures and make the school grounds attractive.

SPECIAL TAX DISTRICTS.

Since January, 1909, there have been established four Special Tax Districts; there are now fifty-eight such districts in the county. All districts have voted a 3-mill levy except one. The taxes collected last year from the districts amounted to \$34,869.98.

TRANSPORTATION ABOLISHED.

After a careful investigation, it was found that the practice of transporting pupils in the rural districts, in order to reduce the number of small schools and establish graded schools, did not result in the benefits claimed by its advocates, and the present Board of Public Instruction, therefore, abolished the system. In one Special Tax District pupils living two and one-half miles and more from the school house are being transported at the expense of the district.

It is the aim of the Board to use the money of the general school fund, as far as possible, only to pay the salaries of teachers; they realize that good teachers are not receiving due compensation.

NUMBER OF SCHOOLS, ENROLLMENT, AND AVERAGE ATTENDANCE.

There are 100 white schools in the county—four Senior and three Junior High Schools, thirteen graded schools in

cities, fourteen rural graded schools and sixty-six schools with one teacher each; and twenty-two negro schools, seven graded and fifteen ungraded.

There are employed 231 white and 41 negro teachers. The enrollment for the past year in the schools for whites was 8,154; and in the negro schools, 1,806. The average attendance of white pupils was 6,390, and of negroes, 1,395.

In the different mission and private schools in the city of Tampa there were enrolled last year 1,903 white and 334 negro children. The census report of 1910 shows 17,963 youths between the ages of 6 and 21 years; 14,462 were whites and 3,501 were negroes.

LEVY.

The Board of Public Instruction has been levying 7 mills ever since the amendment to the Constitution was passed, and the people would gladly increase it if the law would permit. To secure and hold such teachers as should only be employed, we need more money.

Respectfully submitted,

L. W. BUCHHOLZ,
County Superintendent of Public Instruction.

HOLMES COUNTY.

Bonifay, Fla., October 15, 1910.

To Hon. W. M. Holloway, State Superintendent Public Inst., Tallahassee, Fla.

Dear Sir:—In compliance with your request, I submit the following report of school conditions in Holmes County:

SCHOOLS.

We have fifty schools for white children and six schools for negro children in the county.

BUILDINGS.

During the past two years we have replaced seven old buildings with new ones and have three other new buildings under course of construction which will be completed by December 1st next. Of the ten new buildings, seven are one-room buildings, the other three each have two rooms. In addition to the ten new buildings, we have repaired four others, making them practically new.

HIGH SCHOOLS.

We have one Senior, and two Junior High Schools in the county. The Senior High School at Bonifay has an enrollment of about two hundred twenty-five. The Junior High Schools located at Noma and Westville have an enrollment of about one hundred-sixty and one hundred-fifty, respectively.

We have ten Grammar Schools, each of which employ two teachers. The remaining thirty-seven are of lower grades and employ one teacher each.

SPECIAL TAX DISTRICTS.

Since our last report, we have added nine new Special Tax Districts to the list, making in all twenty-eight tax districts. We have thirty-four Special Tax Schools in the twenty-eight districts.

It is needless to say that we favor the establishment of Special Tax Districts and meet with no opposition in creating an interest along that line among the citizens of a territory sought to be created a Special Tax School District.

TEACHERS AND SALARY.

We use home talent, principally, in the rural schools. From the High Schools of the county, a sufficient number of teachers are prepared each year to supply the local demand with a desirable class of teachers, and we furnish our share of teachers to the other counties which are in need.

We are now paying better salaries to our teachers and the warrants are promptly paid on demand.

SCHOOL TERMS.

Our school terms are from four to eight months. By the aid of the district funds, we have been able to extend the term of the schools to five months and two schools have six months each. As a stimulus for better attendance, the Board of Public Instruction has offered an extension of one month to all four-months schools making an average attendance of seventy-five per centum of the highest enrollment for the regular term.

ATTENDANCE.

The teachers' reports show a better enrollment accompanied by better average attendance than ever before, and there seems to be an increased interest among the patrons.

FINANCIAL CONDITION.

At the beginning of the bi-ennium, we had a net cash balance of \$423.42, and July 1st last, we had a net cash balance of \$4,520.15 in the county school fund and \$1,715.07 in the district fund of the county.

The citizens of Holmes County are realizing more and more the necessity of good schools and the education of their children. While much attention is given to regular

attendance, and better attendance is noticeable, we believe that compulsory education on the statute books, would be a good law for this section of the country.

Yours respectfully,

C. A. FULFORD,

County Superintendent of Public Instruction.

JACKSON COUNTY.

Marianna, Fla., September 26, 1910.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—Since my last biennial report the county high school building in Marianna has been finished and thoroughly furnished with single patent desks. The auditorium in this house is pronounced by competent judges to be one of the finest in the State. Our high schools still lack laboratories, apparatus and full libraries, but movements are now being planned to secure all these, and we hope soon to have our two Senior High Schools furnished with these necessary equipments.

The High School established at Graceville, in the north-western part of our county, three years ago, has grown rapidly. It is in a prosperous section, the people take a lively interest in their school, and we are already realizing much good from it.

Owing to steady increase in population, and to the difficulties in the way of consolidation, the number of rural schools is gradually increasing, there being now one hundred and twenty-seven (127) schools of both races in the county. The interest among our people in regard to schooling their children is not altogether as good as it should be; consequently, the average attendance does not show up as well as we would like to see it.

The payment of teachers' salaries takes up so much of our available funds that not much can be appropriated for building purposes. I am glad to state, however, that our people are taking more interest in the repair and erection of school houses, and the Board of Public Instruction supplements in some instances amounts raised for this purpose by patrons. New buildings have been erected at Campbellton, Cottdale and Cypress, and these are furnished with patent double desks.

On the whole, there is much evidence of a determination on the part of all concerned to have more comfortable school houses.

We now have fourteen Special Tax School Districts, all levying 3 mills. New districts are being formed every year; the schools in these show marked improvement, and we hope the next session of our Legislature will submit an amendment to the Constitution making the maximum levy 5 mills instead of 3. If the people desire it, I cannot see any good reason why legislators should withhold from them the privilege of asking for the levy.

By all means let all educators throughout the State use their influence for the constitutional amendment of a 1-mill tax to provide aid for high schools and State institutions of higher learning. The work done by our high schools is of untold value to all the people, and there is a general realization of this fact everywhere.

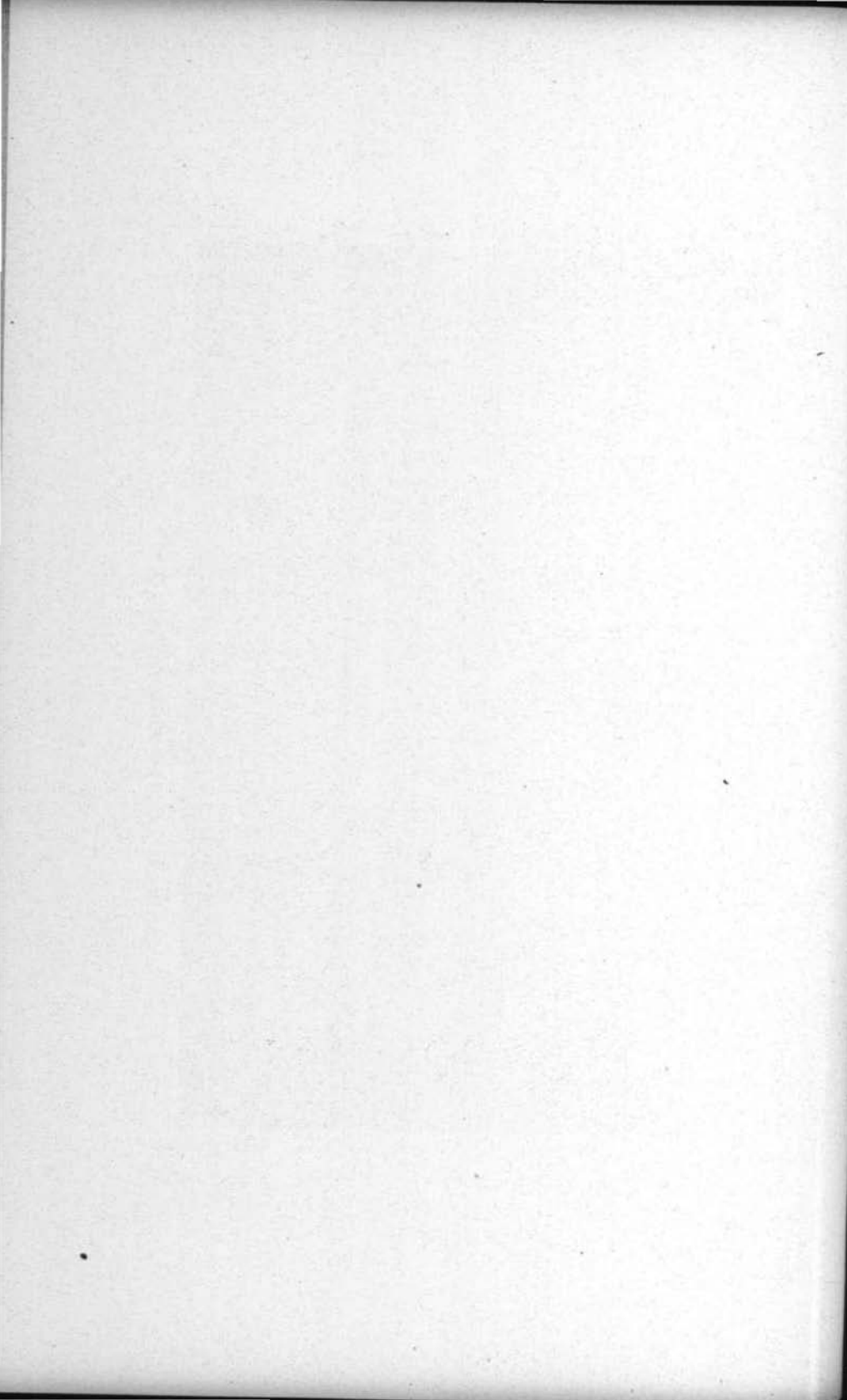
A reduction of expenses in our State University and College for Women is a necessity. Young people are going to colleges outside of our State because in many of them the expenses are no greater, sometimes even less, than in our State institutions.

Much interest is shown in the study of elementary agriculture, and as our boys learn and become interested in this subject an impetus will be given to the movement frequently agitated now-a-days, "Back to the Farm."

From observation and experience, I am thoroughly convinced that our plan of grading the answers of applicants



JACKSON COUNTY HIGH SCHOOL, MARIANNA, FLA.



for certificates can be improved upon. As everyone knows, there is a great lack of uniformity in this work. An objection urged against a State Committee for this purpose is that several weeks may elapse before the result can be known. But why not divide the State into districts corresponding to the Judicial Circuits, and have a committee for each district? This body, meeting at some central place, and working industriously, could report in a few days to all the teachers in their territory.

Our financial condition is fairly good. At the beginning of each scholastic year we find ourselves with a surplus, which steadily increases from year to year. The total amount of all funds on hand July 1st, 1910, was nine thousand, eight hundred and thirty-nine dollars and forty-one cents (\$9,839.41).

Very respectfully,

C. C. GUNN,

County Superintendent of Public Instruction.

JEFFERSON COUNTY.

Monticello, Fla., October 15, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request for a report from Jefferson County schools, I beg to submit the following:

With the exception of our County High School building at Monticello, all of our buildings are adequate. They are all well heated, lighted and ventilated, and are properly equipped with patent desks and blackboards. Plans are being formulated for an addition to the County High School building, and we expect to have the work done during the vacation next summer. We expect to build a

good auditorium and ample recitation rooms to meet the needs of the school for some time to come.

Our Board of Public Instruction recommended a seven mill levy which was made without resistance from the Board of County Commissioners. We spent \$23,486.00 last year and now have on hand a balance of \$4,520.00. Owing to the building and furniture we are planning for, our expenditure will necessarily be greater than our income this year.

Several changes were made in the teaching force this year, but special effort was made to secure the very best talent possible to fill the vacancies, and we now have a very strong corps of teachers.

The average salary of our rural schools is \$54 per month this year with an average term of six months. Our High School principals receive from \$90 to \$150 per month with a term of eight months. The assistants in the Graded and High Schools are paid from \$40 to \$75 per month.

We try to arrange for all of our white schools to begin about the first of October. There are five High Schools in Jefferson County, and we have employed in them this year twenty teachers. These schools are all doing good work. I must especially mention Bethel, which is a rural school. In it we have four teachers and twelve full grades. We boast of this school, and claim it to be the best rural school in the country. We have five consolidated schools in this county, and maintain eleven vans for transporting the pupils. Consolidation has proven an absolute success in this county and could be carried on more extensively if funds would permit.

Our first Special School Tax District election was held last August, which resulted in establishing a Special Tax district of nine square miles for the Monticello district. Other districts are asking for an election and we feel sure that within the near future almost the entire county will be voted into Special Tax Districts.

Last year our School Board decided to offer to duplicate

any amount not exceeding \$50 that might be raised by any schools of the county, for library purposes. Several of the schools are taking advantage of this offer, and now have a good nucleus for a library. The movement has created special interest along this line of work and we are sure it will result in much good.

We have adopted text books under the five-year plan and are pleased with the list of books selected. We revised the County Course of Study this year and the new course is meeting with approval.

There is a general awakening in educational affairs among our people. The average attendance was very good last year and the patrons manifested a general interest in the school work. The Woman's Improvement Association stimulated the work and did much good the past year. The ladies are organizing all over the county, and we are meeting with more co-operation than we have had in the past. I find as I travel over the county that there is a growing sentiment in favor of compulsory education. I believe the time has come for a compulsory law, and am inclined to think that it should begin with "County Option."

Very truly,

B. J. HAMRICK,

County Superintendent of Public Instruction.

LAFAYETTE COUNTY.

Fletcher, Fla., October 15, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I herewith submit my bi-ennial report of schools in LaFayette County:

The prosperity of schools in this county is better than it has ever been. We have fifty-one schools in the county.

During the past two years we have built thirteen one-room and one three-room buildings; also built an addition to a frame house. Have put patent desks in eighteen houses, and we plan to have comfortable frame school houses, all furnished with water, heaters and patent desks, by this time next year, for all schools.

To increase the salaries of teachers, so as to secure well-qualified, interested and earnest workers, is what we have done as far as we could.

There is one thing which we would like to have the right to try, and that is an optional compulsory attendance law—one that would compel the attendance of every child for sixty days during each year.

We have fourteen Special Tax Districts. They are of great help in securing teachers by making the salaries better. The Legislature would do a great help to them if they would change the elections from every two years to four years. The expense would be only one-half of what it is now.

The High School at Mayo is doing excellent work,,and the people are appreciating it more each year.

The teachers are strong and faithful and are doing all in their power to help the children that are intrusted to their care.

Our warrants are cashed at our county bank; they are worth dollar for dollar all over the county.

Trusting that the great cause may continue to grow in the State, respectfully submitted,

W. R. FLETCHER,
County Superintendent of Public Instruction.

LAKE COUNTY.

Umatilla, Fla., September 26, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request of recent date, I submit a brief report of the condition of the schools in Lake County.

SCHOOLS.

Lake County maintains forty-two white and fifteen negro schools. The average term for the white schools was 120 days. This low average was caused by a few small schools being closed at the end of three or four months for lack of attendance. The longest term was eight months. The average term for the negro schools was 105 days. There were a large number of white schools in Special Tax Districts that had a term of 160 days.

FINANCES.

Our finances are in good condition. This year begins with a net surplus of about \$8,000.00, half of which belongs to the Special Tax Districts. All school warrants are paid when presented.

Leesburg State Bank and First State Bank of Eustis take care of our school paper when there are no funds in the treasury, charging 5 per cent. on daily balances.

There was an old debt of about \$1,200.00 due teachers who taught under the State aid—80 per cent. act. The County School Board paid this in full the past year.

We are levying the maximum limit of 7 mills for school purposes.

SPECIAL TAX DISTRICTS.

There are twenty-nine Special Tax School Districts in

Lake County, nearly all levying 3 mills tax. We expect to see five more established this year. These districts have aided very much in securing better salaries (consequently, better teachers), longer terms, better equipment, and better school buildings.

BUILDINGS.

Within the past two years several new school buildings have been erected. In addition to the amount spent for this purpose, several hundred dollars were spent for repairs. At the beginning of this school year the County Board made appropriations for repairs.

Umatilla Special Tax District is erecting a two-story five-room concrete building, at a cost of more than \$4,000.00. This will be an up-to-date building in every particular.

HIGH SCHOOLS.

We have one Senior High School and one Junior High School, both doing good work. Leesburg High School maintains twelve grades, and has an excellent corps of six teachers. Several graduates last term. Eustis Junior High School maintains ten grades, and has five teachers, an increase of one teacher this year. Another Junior High School (Umatilla) will be organized next year.

TEACHERS.

Our teachers are doing good work, and this year teachers' meetings will be held in different parts of the county, and every effort will be made to encourage and to assist them in their work.

There is a growing demand for good teachers, and many of our Special Tax Districts supplement the teachers' salaries from district funds that they may secure the best teachers possible.

CONCLUSION.

In conclusion, we take pleasure in stating that the educational outlook for Lake County is encouraging.

The County Board of Public Instruction is composed of new men, men serving their first term, but all will be re-elected this fall. They are excellent officials and have the good of the children at heart. The assistance of these wide-awake, efficient officials is highly appreciated by the Superintendent.

Respectfully submitted,

WILLIAM T. KENNEDY,

County Superintendent of Public Instruction.

LEE COUNTY.

Fort Myers, Fla., October 15, 1910.

Hon. W. M. Holloway, State Superintendent Public Inst.,
Tallahassee, Fla.

Dear Sir:—Complying with your request of recent date, I herewith submit my report of the schools in this county for the past two years, to be embodied in your Bi-ennial Report to the Legislature:

SCHOOLS.

In my report two years ago, I reported twenty-four schools in operation. Last year we had twenty-seven white schools and one negro school. Some of the buildings which have been idle for two or three years, on account of the lack of the proper number of pupils to justify a school, have been put into use again, as families of children have moved into these communities.

BUILDINGS.

We have not erected any new buildings during the past

two years, but we will likely erect two or three this year. The contract has been let for the erection of a Graded and High School building in Fort Myers. This building will be of brick, and is to contain ten class rooms, principal's office, library, and an auditorium with seating capacity of 450 to 500. When completed, the building will have cost about \$30,000.00. I hope to be able to furnish you with a cut of this building in my next report. We will put the new building on same spot where the old one stood; and to make room, I had the old one moved back to the rear of the lot, where the school is now being conducted, and where some splendid work is being done.

EQUIPMENT.

Our equipment is not what we would like to have, but we hope to have things better soon. We have about all the schools supplied with patent single desks (we do not buy the double desk); globes, maps, charts, etc., can be found in most of them, and last year and this, I have supplied about all of them with "Acme Plate" blackboards, which the teachers seem to appreciate very much, as the former boards were ordinary pine boards painted with a black-board liquid.

TEACHERS—SALARIES.

We make a special effort each year to get the best teachers obtainable, but, I am sorry to state, we make mistakes sometimes. However, our teachers, as a rule, will measure up with the average.

Your last report showed that we paid the highest average salary of any county in the State. We try to pay our teachers well, but in some of the out-of-the-way places, for which this county is somewhat noted, teachers demand a higher salary than they would in other more convenient places. In those places, the people, however, appreciate

a good teacher, and, as a rule, keep their children in school.

ATTENDANCE.

I am glad to report that the attendance for the past two years has been on the increase. Since my last report, the enrollment has increased $23\frac{1}{2}$ per cent, while the average attendance has increased a little more than 32 per cent. Still, the attendance is not what it ought to be, as it is only a little more than 71 per cent. of the enrollment.

I am still of the opinion that the Legislature should pass a "Compulsory Attendance" law.

TRANSPORTATION.

We continue to transport pupils living three miles or more from schools. We find that some of the smaller schools are made better by doing this. Last year, we paid \$521.00 for transportation.

FINANCE.

We have been able to meet all expenses, but we have not had much to spare. In fact, we had to borrow some money last year before the taxes were collected. In this county, as it is in others, I suppose, people do not pay their taxes until they have to. This makes it a little hard for us to meet all bills sometimes.

We will, of course, have to borrow money to aid in the erection of our new building in Fort Myers. The citizens, however, have raised \$12,500.00 through private subscription, which will be put in this building.

I am in favor of a one-mill tax to provide aid for High Schools, Rural Graded Schools, and State Institutions of Higher Learning, and I believe the voters of this county would vote for such a constitutional amendment.

SPECIAL TAX DISTRICTS.

We have established five Special Tax Districts since my last report, making twelve districts in all. The trustees of these special funds use the money to lengthen the term, in some districts, and in nearly all, they supplement the teachers' salaries, while some of the money has been used in repairing the buildings, fencing the lots and otherwise beautifying the grounds. In all elections held this year, the voters levied the usual three mills.

I should like to see a law passed providing that the County Superintendent may call together all the School Trustees, or a representative from each board of trustees, each year just before the "Itemized Estimates" are made up, so that they may discuss plans for the coming school year, and determine the best way to appropriate the district funds, etc. Also, this law should provide a reasonable per diem and mileage to be paid each representative trustee, out of the funds of his respective district, for each meeting.

Respectfully submitted,

D. W. SUMNER,

County Superintendent of Public Instruction.

LEON COUNTY.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

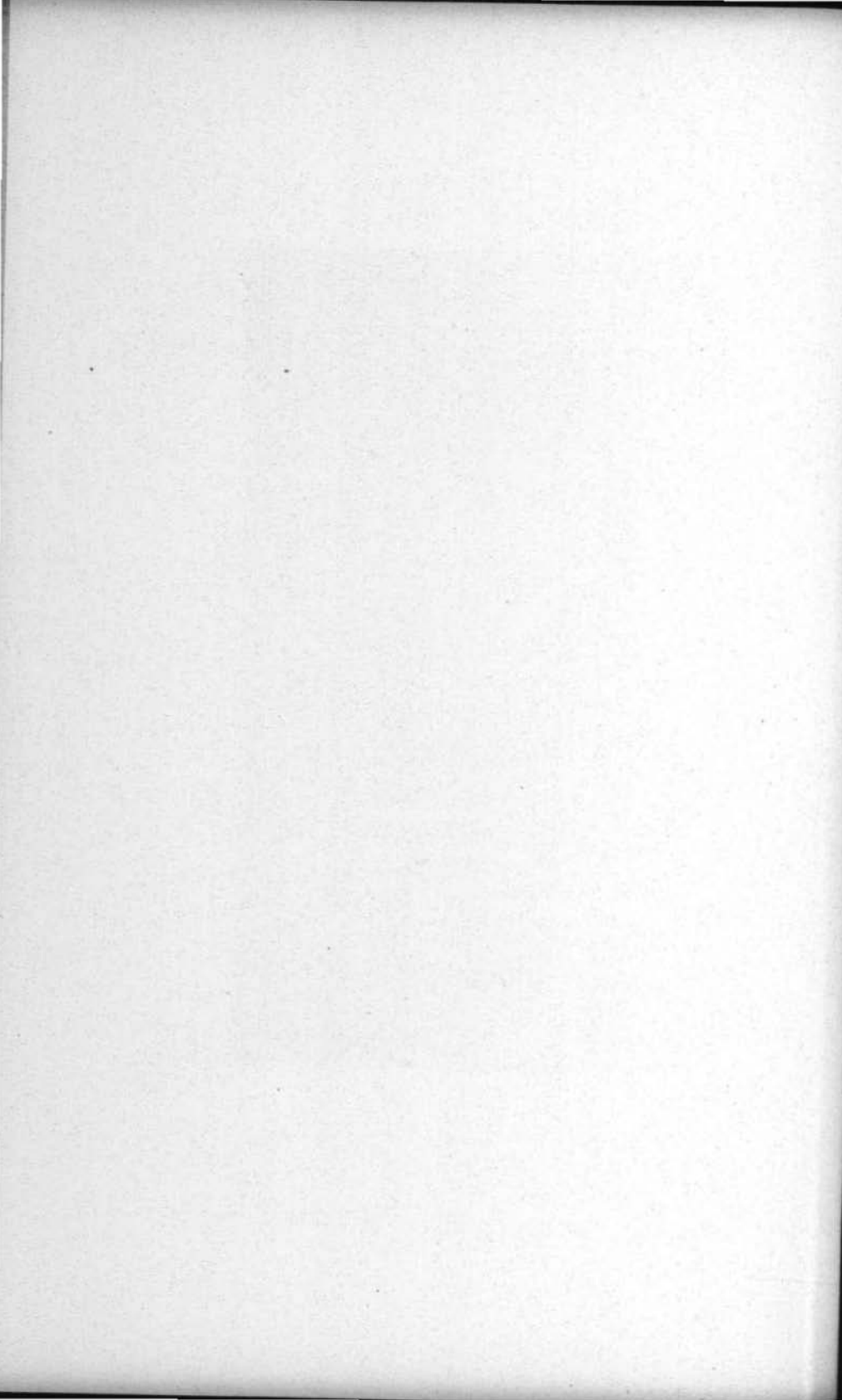
Dear Sir:—In compliance with your circular letter, I have the honor to submit herewith a general report of the school work of Leon County for the past two years as requested.

INTEREST OF OUR PEOPLE IN EDUCATIONAL MATTERS.

Interest in educational matters maintains a steady and



LEON COUNTY HIGH SCHOOL.



healthy growth among our people of both races. The introduction of Agriculture into the schools has greatly stimulated this sentiment, more especially in the rural districts, for this subject appeals to the home life of our farming people more directly than any of the other studies.

Nature has endowed our county with a good soil and climate, and it is of the utmost importance that we encourage the rising generation to make the best use of these natural advantages by an intelligent knowledge of agricultural principles.

Thomas Jefferson said that "the Nation's hopes must always lie in its tillers of the soil," and the basic principle of his entire plan of government by and for the people was to provide for the greatest good to the greatest number. Considering the administration of the public school system from this standpoint, the farmers are evidently entitled to more benefits from our hands than the followers of other occupations.

THE COUNTY HIGH SCHOOL.

I consider this institution of great importance, inasmuch as it gives the youth of our land the opportunity to carry on their education when they have passed through the grammar school, some to enter the higher grades to prepare for the University or the College, but to many of them the high school is the end of the scholastic career and after that comes the sterner duties of life.

It behooves us, therefore, to study carefully the curriculum of these schools and so order it that it will be productive of "the greatest good to the greatest number."

Conditions in our State require a change in the high school as now carried on, by paying more attention to the agricultural branches and manual training. Florida is principally an agricultural State, the majority of the

young men and women growing up among us will be farmers and farmers' wives; "agriculture is the noblest employment of man," and it is from country homes—from farmers' homes—that the foremost leaders of men have come; look for the brainiest men in every walk of life, and in nine cases out of ten they were country born and bred. Such being the case, attention should be especially directed toward providing in our grammar and high schools for such instruction as will have a bearing on farm life. Chemistry should be carefully taught, agricultural chemistry that will teach the component parts of the soil, how to supply the elements necessary for plant life when they are lacking, how to utilize the material that lies around us to the best advantage, how chemically to combine foods to furnish brawn and muscle while they please the palate, and how by strict attention to sanitation, health, that priceless blessing, can be had.

Sufficient manual training should be given to enable the farmer to construct and repair his farm buildings and keep his implements and machinery in good order; while the girls should be given the advantage of a well-equipped department of Domestic Science to train these future farmers' wives for the proper performance of their household duties.

Botany, too, should be taught, that the farmer and his family may know their friends from their foes in plant life and may have a knowledge of the laws and principles governing the growth around them. A short course in entomology, too, would be well; in fact, a series of nature studies of bird life and of the animal kingdom; for some despised insects are the farmers' friends, and fewer birds would be killed if the farmer realized the good they do him by destroying the harmful and noxious insects.

I think a stereopticon, with slides representing the marvels of plant and of insect life; other slides representing some of the wonders of physiology and the evil effects of alcohol, opium and tobacco on the human sys-

tem, and such other subjects as may be deemed desirable, would be a great source of information to the students. Each County Board could equip its high school with such an outfit, and it could at times be carried to other points in the county, so that children in other schools could be benefited by lectures illustrated with this outfit.

I would also suggest that the teacher of each school should invite some of the most highly intelligent and successful farmers among the patrons of the school to address the pupils once a month on the principles and practice of agriculture.

When we think of how far-reaching this agricultural profession is, how dependent upon the farmer all other occupations are, how impossible it would be even to exist without his help, we must admit that no aid we can give him in developing the "Science of the Soil" can be too great, and the money spent on high schools to accomplish this purpose is money well spent and will be repaid an hundred fold.

We are now building such a "county high school" in Tallahassee at a cost of about \$40,000.00, one-fourth to be paid by the county levy and three-fourths by the Tallahassee Special Tax School District. The prosperity of our city depends largely upon that of the farmers in the surrounding country; we feel that "United we stand, but divided we fall." Although three-fourths of the cost of the new school building is to be paid by the Tallahassee Special Tax School District, yet any pupils from the rural schools who so desire are welcome to attend it, for it is the "Leon County High School," and the good people of our Capital City hold out a generous welcome to all who wish to enjoy its advantages.

THE COLORED COUNTY HIGH SCHOOL.

We also have a county high school for the colored people. It is located in Tallahassee, but is largely attended

by children from the farms surrounding the city. We intend arranging its curriculum as nearly as possible along the same lines as described above for the whites.

THE EDUCATIONAL NEEDS OF THE COLORED RACE.

The principal obstacle to the agricultural prosperity of Leon County up to the present time has been the disposition on the part of the young negroes to leave the farm as soon as they are nearly grown and wander off to work at lumbering, turpentineing, etc., where they are exposed to bad influences that soon make worthless loafers, gamblers and criminals of them, thereby leaving the farming interests of our county to languish and decline through lack of laborers. If we could induce these young negroes, by means of proper instruction in the public schools, to remain at home, making an honest living by farming, thereby building up their communities and becoming good citizens, the public school system would become truly a blessing to the people of both races.

In my efforts to accomplish such results among the rural colored schools, I am greatly indebted to the kindness of Dr. James H. Dillard, the president of the "Anna Jeanes Fund," who has provided from this fund an agricultural and industrial organizer and lecturer to work under my direction. This man reports to me at the end of each week and receives my instructions as to the work to be performed by him for the coming week. This experiment has given such favorable results that Dr. Dillard has kindly arranged to continue it for the coming year. This is intended to promote the study of simple industrial training, as well as agricultural.

A MISSING LINK IN OUR CHAIN OF TEXT-BOOKS.

In pursuing my work of supervising the rural schools of both races, I have been impressed with the urgent need of a series of school readers which will combine the pur-

poses of a reader and a simple text-book on agriculture and farm life. It should be arranged along the usual lines of school readers, but the subject-matter should be selected with a view to inclining children to grow up with a strongly developed sentiment in favor of "country life." The moral to all of the stories and poems should point in that direction and the books be in effect really elementary text-books on agriculture and country life topics.

Yet they should be brightened and made attractive by numerous illustrations in natural colors of fruits, vegetables and farm animals, etc. Charts made along the same lines would be of immense assistance also.

These books would take a much stronger hold on the fancy of the children than the ordinary text-books on these subjects and would lead up to the study of the more advanced works later on; at the same time, they would answer just as good a purpose as School Readers as any now on the market. I have talked with many book agents on this subject, but all of them express a doubt as to whether such a line of books would meet with a ready sale. It might be difficult to get them introduced, but I feel sure that a strong demand would spring up for them throughout the Southern States, and perhaps elsewhere, as soon as their merits became known.

SCHOOL FINANCES OF LEON COUNTY.

Having devoted so much space to the topics already discussed, I will briefly state that our finances are in their usual sound, thrifty condition.

We ran the past season seventy-six schools, with an enrollment of nearly 6,000 pupils, at a cost of thirty-two thousand, three hundred and sixty-nine dollars and forty-eight cents (\$32,369.48).

Yours respectfully,

EDWARD BRADFORD EPPES,
County Superintendent of Public Instruction.

LEVY COUNTY.

Bronson, Fla., September 28, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I herewith submit the following report relative to the schools of this county, for your Bi-ennial Report, for the last two years:

SCHOOL BUILDINGS.

For the past two years our people have been very active in improving their school buildings and grounds and making them more attractive and comfortable. Several new buildings have been erected, others repaired. Nearly all of our school houses in the county for white pupils are painted, and most of them furnished with patent desks. During the past two years the School Board has expended about \$4,000.00 by way of improvement among the county school buildings.

TEACHERS.

There is improvement in the qualifications of our teachers, due to a strong desire for self-improvement, and salaries are raised as the standard is raised. We have established a normal school for our teachers and everything is free, the County Board paying all expenses.

SCHOOLS.

Our county maintains forty-six white schools and thirteen negro schools. Our white teachers received last year \$16,405.00, and negro teachers \$2,591.00. The minimum term for white and negro schools in this county is six months; many of our white schools run eight months.

SPECIAL TAX DISTRICTS.

There are eighteen Special Tax Districts in the county. Fourteen levy 3 mills, three levy 2 mills and one levies 1 mill. The total amount expended annually on these schools from the special tax fund is about \$5,000.00. The money so expended has been well used, and the schools have derived much benefit from it in the way of longer terms, better teachers, equipments and houses.

FINANCIAL CONDITION.

The present financial condition is good. Little change has taken place in this respect during the past two years. Teachers are paid cash, and warrants met at close of the year.

Yours very respectfully,

T. W. PRICE,

County Superintendent of Public Instruction.

LIBERTY COUNTY.

Bristol, Fla., October 12, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—Complying with your request of September 7th, 1910, I herewith submit a report of schools and school work in this county for the past two years ending June 30th, 1910.

BUILDINGS.

We have seventeen white schools in this county, the Board of Public Instruction owns all buildings, of which seven were erected in the past two years. One of the seven was erected at Hosford, a handsome two-story building,

in which we have a splendid graded school. This school is run partly by a special district fund.

We have eight colored schools in this county. The Board of Public Instruction owns only two of these buildings, the remainder being taught in churches.

REPAIRS.

We have expended in the past two years considerable money in the repairing of school buildings, fencing school grounds, putting in pumps; have also planted out shade trees which beautify the school grounds and make them very pleasant.

FURNITURE.

We have expended in the past two years considerable money for single patent school desks, teachers' desks, teachers' chairs, Hyloplate blackboard, charts and maps.

FINANCIAL.

Our financial condition is much the same as it has been formerly. The present Board of Public Instruction in 1909, raised the millage from 5 to 7 mills, which gives us more money, but owing to the fact that our county is fast settling up, we had more buildings to erect and furnish; also, to lengthen the term of some four-months schools to six months. However, we hope within the next two years to be entirely out of debt.

TEACHERS.

It is a fact that we have but few teachers who live in this county, but we use every precaution in securing teachers from abroad who are competent. We pay our teachers a fair salary in cash, which enables us to get good teachers very readily.

ATTENDANCE.

The attendance is not what I wish for, and most especially among the white children of the county. It is better now than it has been in the past, and I do not expect to leave anything undone that can be done to awaken an interest in the patrons of the schools throughout the county.

GRADING COMMITTEES.

I favor a State grading committee. This would give uniformity to the grading, which is impossible under the present system.

Yours truly,

J. E. ROBERTS,

County Superintendent of Public Instruction.

MADISON COUNTY.

Madison, Fla., October 12, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I herewith submit the following report from this county:

BUILDINGS.

During the past two years we have erected four new buildings and have two others in course of erection. Of these, three are substantial frame buildings, neatly built and painted. The new building at Greenville, costing \$6,500.00, is a splendid brick structure, with six recitation rooms and an auditorium seating 450. The new primary building, now under course of construction at Madison, costing \$7,500.00, is of brick, also, with four recitation rooms and an auditorium seating 700. The

Board has under advisement the erection, at Pinetta, of a neat frame building of three recitation rooms and an auditorium seating 300, at a cost of \$1,500.00. The total cost of buildings erected or under process of construction will be approximately \$16,500.00. The school property of the county has increased in value in the past two years more than 50 per cent. and considerably over 150 per cent. in the past six years. In addition to this, the town of Madison has erected and furnished for the convenience of the boarding pupils a splendid three-story brick dormitory of thirty bedrooms, at a cost of \$15,000.00.

LIBRARIES.

We have made special effort to establish libraries in every school in the county. The Board has placed in every school, as a nucleus, a good dictionary and a good working cyclopedia. Special letters have been written to the teachers and supervisors, urging them to take hold of the work. Our labors have been partly rewarded with success. A few small libraries have been purchased and others are being arranged for. I believe a law providing aid from the State to those schools raising certain amounts for this purpose would be of great encouragement and money well spent.

TERMS AND ATTENDANCE.

The terms for white schools have been increased from an average of sixty days in 1902, and 101 days in 1909, to 111 days in 1910. As some schools were maintained for a longer period, necessarily some were for a shorter period—a few as low as sixty days. But where the term was shorter than five months it was either impossible to secure a satisfactory teacher or the school could not run because of local conditions. It is the policy of the Board to arrange for a six months' term in every school as soon as possible, and I hope to see this accomplished in the

next few years. While the enrollment has increased, and the average attendance is slightly better than ever before, neither is what it ought to be. We have 150 youths of school age who attended no school last year, and the average attendance for the total youth was but slightly over 50 per cent. The term and attendance for the negro schools have changed little since last report.

TEACHERS AND SALARIES.

Our teaching force will compare favorably with that of the other counties in the State. With salaries in other occupations and professions so much higher than formerly, it has been difficult to get good teachers and hold them in the ranks. In order to meet this increase from the outside, the Board has raised salaries as much as possible, the average for the past year being \$52.00 per month for men and \$39.00 for women, an increase of about 30 per cent. since 1905.

FINANCES.

With so many new and costly buildings, with salaries raised and terms lengthened, it has taken close financing on the part of the Board to keep out of debt. At the close of the year, June 30th, we had a net cash balance of \$382.03, the smallest balance we have had in several years. We now assess the maximum levy of 7 mills.

NEEDED LEGISLATION.

(1). I believe that a State Grading Committee would be more satisfactory than the present method of grading. We pride ourselves on our uniform examinations, and no one doubts that these examinations are good, but they are uniform in questions only, as no two committees grade exactly alike. Perhaps the results are uniform enough to meet our present needs, but we should more nearly

approach uniformity if one committee graded all the papers.

(2). By referring to another part of this report it will be found that the average attendance for this county is slightly over 50 per cent. of the total youth of school age. I am afraid that the only way to improve this serious condition is by a compulsory attendance law. In a highly civilized State as this is, and in such an enlightened age, this should not be necessary; but it seems that it is, and the signs of the times point to its early enactment. Such a law, if enacted, should not be too drastic, but should be so drawn as to make its non-enforcement improbable.

(3). We need laws permitting (compelling would be better) School Boards to provide different text-books and a different course of study from that of the whites for the negro. Coming from a county with a large negro population, I feel that I can speak with authority. Our present method of educating the negro is worse than a farce—it is a crime. Education should make better citizens, but almost without exception we are making a more worthless negro than his parents by our present system, and in many instances we are making vagrants and criminals. With his present limited knowledge, he is not capable of digesting the “strong meats” which we set before his white neighbor. A committee was appointed at the last Superintendent’s Convention to draft measures along this line. These measures should require more elementary texts, more training in the handicrafts, and more stress placed on moral training, etc. It is to be hoped that the committee will bring in something practical, which, if enforced, will make the negro a more reliable and trustworthy people.

Respectfully submitted,

G. W. TEDDER,

County Superintendent of Public Instruction.

MANATEE COUNTY.

Bradentown, Fla., September 28, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—Complying with your request, I take pleasure in submitting the following report of conditions of the schools of Manatee County, for the terms of 1909-10.

Generally speaking, interest in the public schools of this county is at a high point, and it is certainly a pleasure to work with our people along educational lines. The majority have awakened to the fact that their school is "the center of gravity of their community life," and the teacher usually has the co-operation of his pupils and patrons.

The trustees of the rural schools realize that, in order to get good, efficient teachers, they must pay salaries commensurate with those paid in other vocations, and in some districts they pay as much per month as the Board does. In one district that I have in mind, the county pays \$50.00 per month, and the trustees pay \$55.00, thereby having a good principal, and an assistant in a school of 35 pupils, but eight grades. Too bad that every ungraded school cannot have two teachers.

SPECIAL TAX DISTRICTS.

Every school in our county is in a Special Tax District, and has the advantage of the 3-mill Special Tax. Our experience is, "Once tried, never abandoned." From this special levy, the schools derive a revenue of over \$6,900.00 annually, and as the trustees of each district have the right to designate the school purposes for which it is to be used, they take more interest in their school affairs, and feel more keenly the responsibility of their office. Every bit of Manatee County is embraced in the bounds of these 38 Special Tax School Districts, and, if the consti-

tution allowed a 10-mill limit, instead of a 3, I believe some of them would vote the limit, until they got their schools up to the desired standard, at least. This also relieves the School Board of a great deal of expense, and annoyance, and throws a good part of the responsibility of the length of term, grade of teacher to be secured, etc., upon the trustees. Some of them extend their schools two months over the county regular term of five months. Many purchase all the text-books, furniture, maps, etc., that they need, besides some put in some library sets.

SCHOOL HOUSES.

While we have not been building many new school houses in the past two years, we have spent over \$6,300.00 for repairs, furniture, and apparatus, and at present every district has a good comfortable house, furnished with patent desks, Hyloplate boards, etc., and, we think, are very well equipped. The old log house is a curiosity here now, although quite common when "we" were boys.

COUNTY UNIFORM SYSTEM.

We are earnestly and diligently striving to inculcate into the minds of our teachers, and people, the great advantage to be derived from a uniform system of work, of grades, of books, and feel well satisfied with the present outlook. We insist on the rural schools feeding the three Junior High Schools, and these feeding the one County Senior High School, and all following the course of study as outlined, and using the text-books as adopted.

TEACHERS.

Of the 75 teachers needed in the county, we have some 52 permanent ones, while we are compelled to secure the others from somewhere else. A more loyal, painstaking, or efficient band cannot be produced by any county in the

State, I feel quite sure. Nearly all of them attended our County Normal here during the vacation, and then, at least half of them went off to good normal schools. We have several State-Certificate teachers, and our salaries have been raised recently, in order to retain our best teachers, both in the rural and graded schools. In the teachers' examinations, we follow the law and instructions from the State Superintendent, and if an applicant does not pass, he certainly doesn't get a certificate. We do not indorse third grade certificates from any other county, and no teacher is permitted to teach under a second third grade, but must raise his grade, or go to school. Out of 75 teachers last year, we had only 10 third grades. Will have less now, as we are working them out.

FINANCES.

We found a small deficit, which we hope to be able to work off during our incumbency. But we have arrangements with a local bank, whereby we pay cash for teachers' salaries, and all bills, and take up the warrants at the bank as fast as possible. Our revenue does not increase in proportion to our school population, and expenses. We have the full limit of 7 mills, each district has the full 3 mills and the County Commissioners allow us 1 mill as a deficit fund, but as our assessments are so low we yet lack a little of being able to retire the outstanding warrants as we wish.

We hope the next Legislature will devise some way by which the counties will be relieved of the State Millage, so that each county may put its assessment as high as it wishes, without being afraid of paying more than its proportion to the State. Then we will raise our assessment, and reduce our millage.

ORGANIZATIONS.

During the last two years, several School Improvement Associations have sprung up, and the teachers and friends

of education have organized under the head of Manatee County Educational Association. This association holds bi-monthly meetings, and always has a very interesting and instructive program, as well as accomplishing a great deal of good in other ways.

One very beneficial move on the part of the teachers of the county, was to agree among themselves to appropriate one dollar each, provided the School Board would give as much as they did, towards the establishment of a Teachers' Circulating Library. The Board unanimously agreed to this, and they now have a real respectable nucleus of some 30 or 40 volumes for said library.

The High Schools all have good, strong Literary Societies and Athletic Societies.

The Senior High School at Bradentown has quite a nice library, and some of the other schools are getting one started.

On the whole, we feel greatly encouraged at the present outlook.

Yours very truly,

L. L. HINE,

County Superintendent of Public Instruction.

MARION COUNTY.

Ocala, Fla., October 14, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request for a special report of work and progress, will submit the following:

It has been our policy to proceed along safe and conservative lines in our school administration, at the same time losing no opportunity to stimulate an educational sentiment among our people.

The most difficult matter that our County Board has had to deal with is financing the Special Tax Districts and getting those districts that were the recipients of State aid adjusted to getting along without this aid. Our policy has been to reduce the expenses of those districts that were heavily involved so as to maintain the parity of their warrants and yet not impair the usefulness of their schools just as little as possible. In line with this idea the County Board in the summer passed the following resolution:

Whereas, The operating of the senior grades in small schools has proven expensive and unsatisfactory; therefore, be it

Resolved, That for the present, Marion County will not operate senior grades outside the Ocala school.

This may have appeared as being retrogressive, but it was really getting the schools on a sound working basis.

Marion County is enjoying a heavy influx of settlers, and it is showing itself in the increased enrollment in most of our schools.

We have purchased and installed a good amount of apparatus in the county schools, and also popular libraries, and our constant purpose is to keep up and advance our equipment as fast as our means will permit.

Two new buildings of a very creditable character have been erected since the last report.

We have thirty-three Special Tax Districts now and an election is advertised to be held to create another, which will carry without opposition. We have several other places that will hold elections for this purpose in the near future.

We feel that we are continually strengthening our corps of teachers, but our supply of satisfactory teachers is not equal to the requirements.

Our examinations have been conducted with the strictest supervision, and our grading committees have been competent and efficient.

The fact that we have a very large negro population and maintain forty-six negro schools, and have to employ a larger number of negro teachers, calls to our attention the phase of negro education more acutely than is the case in most of our counties. We wish to suggest the unreasonableness of expecting the negro teachers to reach the same grades on the same examination as the whites do. They do not have the same opportunity of preparation in the fact that our county negro term is five months and our white term six; the negro salary is probably not more than 60 per cent of the salary paid white teachers for corresponding work; the requirements of the negro teacher are not nearly so exacting as those of the white teachers—and beyond this is the inequality of capacity for preparation in the negro. If it were possible, the law should take into account these inequalities.

About a year ago Marion County abolished the system of transportation that had grown up. We found that the system as it had grown up with us was expensive and unsatisfactory.

To a County Superintendent sitting at his desk and inspecting the reports from all corners of his county and noticing the low averages reported of the enrollment, and then taking into consideration the fact that not all the pupils eligible to the schools were enrolled, it becomes plain that we are in absolute need of some form of compulsory attendance law. We have compulsory taxation for educational purposes upon the theory that we enlighten the mass of the people, and we know when we examine the reports that we are falling far short of reaching the mass of the people, and in many cases the people whom we fail to bring under the influence of the school are the ones most needing the enlightening and elevating influence of the school.

The changes in the personnel of our School Board have been very conservative. At the last election, Hon. Isaac Stevens voluntarily retired, after a number of years of

valuable service to the educational interests of the county, and he will be succeeded by Hon. W. D. Carn as the member from the Ocala district. He was superintendent for twelve years and is thoroughly acquainted with the needs of the county, and is progressive in his views. Added to his school experience, he was a member of the last House of Representatives and took an active interest in school legislation. The two former members from the county, Hon. B. R. Blich of Blichton and Hon. J. S. Grantham of Fort McCoy, were re-nominated and will be re-elected without opposition.

We have made our regular five-year adoption of textbooks for use in the county, and after our experience and observation we are prepared to say that we favor a uniform system for the State at large.

Florida is just being rehabilitated and business conditions have revived, and there is probably more interest centered in Florida from the country at large than in any other part of the country at present, and our school facilities must keep pace with and ahead of the active material development now in progress.

This is my first communication, and it may be that I am having too much to say for a "freshman."

Fraternally yours,

J. H. BRINSON,

County Superintendent of Public Instruction.

MONROE COUNTY.

Key West, Fla., October 28, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In reply to your request for a report on the conditions of the schools in this county, I herewith submit the following:

INTEREST IN PUBLIC SCHOOLS.

The public schools in this county have been looked upon by many as charitable institutions, but I am glad to report that this idea is rapidly being dispelled. The advent of the high school, and the careful selection and certification of teachers, are creating an interest in the public schools, such as never experienced before in this county.

ENROLLMENT.

Our schools show a material increase in their enrollment and attendance. Last year was our banner year in the number of children enrolled, and this year we expect even to do better than last year.

TEACHERS.

We are impressing upon our teachers the necessity of better qualifying themselves for the noble work they are engaged in. While our teachers will compare favorably with those of any other section of the State, yet we desire to have professionally trained teachers in every department of our schools. We are employing more teachers and paying better salaries than ever before.

BUILDINGS.

Since our last report we have erected and equipped a high school, which is a credit to the county. The total expenditures on the building and grounds are \$62,000.00. We had just completed a frame graded school for negro children when the hurricane of last week razed it to the ground; however, we have set to work and expect to have it ready for occupancy by the first of the year.

FINANCES.

Our finances are in better shape than they have been for

years. The method of borrowing money at 8 per cent. per annum to pay teachers, while it is not a very good one, yet under the present conditions it prevents speculators from dealing in school warrants and saves teachers from having to discount their warrants.

Respectfully submitted,

VIRGIL S. LOWE,

County Superintendent of Public Instruction.

NASSAU COUNTY.

Fernandina, Fla., October 11, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—I herewith submit to you the following report of the public schools of Nassau County for the past two years:

FINANCIAL CONDITION.

Owing to the increased salaries of teachers and the erection of school buildings, our financial condition is not as good as we would like to have it. However, we feel that the advancement made and the educational advantages gained have justified the indebtedness. Our financial condition is improving, and we expect to have the entire indebtedness removed in a few years.

SCHOOL BUILDINGS.

During the last two years we have erected a two-story brick building at Callahan, containing six large rooms and two large halls. Another brick building of the same plan is being erected at Hilliard, and is near completion. Five frame buildings have been erected, and the Board has also supplied them with patent desks. All school

buildings are now comfortably furnished. Besides the new buildings erected, we have had a number of school houses moved; some because of unhealthy localities on low ground, etc., and some to place them in localities more convenient to the public. School conditions in the county are thus greatly improved.

SPECIAL TAX DISTRICTS.

Since our report of two years ago the town and vicinity of Callahan has been created a Special Tax School District. The town of Hilliard is also contemplating this step. All schools in the Special Tax Districts have longer terms than other schools of the county, and having access to more funds are better supplied with equipment.

UNIFORMITY OF TEXT-BOOKS.

We are still using the list of text-books adopted by the county four years ago. We have found this a great improvement on the old plan of non-uniformity, for pupils moving from one school to another are better prepared to enter their classes and we find an increase in the number of pupils who come from the country schools to enter our high school.

PROGRESS IN SCHOOL WORK.

I feel that in most cases we have done good work in our schools. Owing to the increased salaries of teachers, we are better able to secure the services of competent teachers and at a time when the greatest number of pupils can attend. Heretofore we have been handicapped by having to run some of our schools during the spring months, when a good many pupils are detained at home to help with the planting of crops. The early fall months, we find, are the most satisfactory and beneficial for country schools.

We are striving to raise the standard of education and expect to make the present term the most successful our county has ever experienced. We hope this will be the case in every other county of the State.

Very truly yours,

L. L. OWENS,
County Superintendent of Public Instruction.

ORANGE COUNTY.

Orlando, Fla., September 23, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—I comply in a measure with your request. The schools of Orange County are in their usual progressive state. They have never been in better condition. We are making progress in every direction. The citizens of our county seem to have aroused themselves anew in the cause of education. Much greater desire is felt and expressed to see steady advancement in their children's educational improvement. A common topic of discussion is the rapidity with which their children are learning and how well they are behaving themselves, and how well the teachers are performing their duties.

There is no influence more potent and far-reaching than the influence of a teacher in a community. On that account our Board is careful to secure teachers whose influence will be for the upbuilding of the pupils. The most important article in a teacher's possession is a feeling of benevolence, kindness of heart, wishing his pupils well, so much so that his affections are deeply enlisted. This kind shows itself in the teacher's countenance, is always attractive, never fails to gain the pupil's respect and love, and when the love and respect of the pupil is secured the teacher can train him just as he wishes. We impress upon

our teachers the importance of governing their pupils by love, constant kindness, showing the teacher's deep interest in them.

We let our teachers feel that harsh words to a pupil—"fussing"—unkindness, is of all things the most objectionable course for a teacher to adopt, and if a teacher will not heed, we get rid of him.

If a teacher has no love for a pupil his influence for good is destroyed and he fails in a most important part of the child's education. Our Board tries to correct this.

There is a selfish benevolence of which the poet Burns gives us a clear idea when he represents the head of the family as using these words in prayer, "Oh, Lord, bless me and my wife, my son John and his wife. We four and no more." This kind of love we occasionally see among teachers, but when he makes an exhibition of it, it is time to dismiss him.

We have done a great deal of building and repairing, so that our school houses are in satisfactory condition mostly. We have lessened the number of our schools by consolidating several schools into one and transporting to one central school. We find this plan works well for the most part and in the main is less expensive than maintaining so many isolated schools, while the pupils receive better intellectual training and have greater social advantages. We are very much pleased with the transportation plan. Our High Schools are in a very progressive condition. The High Schools have eight months' term while the other schools have six.

We have eighteen Special Tax Districts. They usually add one or two months to the regular term. The people gladly tax themselves to extend the school term and furnish all building and repairs and all necessary furniture for the school houses. We may well be proud of our Special Tax Districts.

The pay of our teachers has been materially increased during the bi-ennium, but not so much as our teachers

deserve and need. The teacher's life is a hard-working life and the pay should be in proportion to the work. In the public schools very seldom is this found to be the case.

Very truly yours,

W. B. LYNCH,

County Superintendent of Public Instruction.

PALM BEACH COUNTY.

West Palm Beach, November 30, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I beg to submit herewith report of public schools in Palm Beach County:

Inasmuch as the County of Palm Beach is but an infant in years, being the very last born, I think, of all the counties of Florida, and only a little more than one year old, not much should be expected of her at this time in the way of a bi-ennial report.

During the school year of 1909-10, the first year of their existence, much good, solid work was done by our County School Board, and the local Boards of School Trustees throughout the county, in the way of organization and in developing plans for making the school work in each school community more interesting and practical, and more permanently progressive.

To this end the importance of creating Special Tax School Districts has been urged, and we now have only two small white schools in Palm Beach County that are not included in, and deriving the advantages of, such districts—and these advantages are, indeed, great, so great we should like to go into facts and figures about them, but time and space forbid. It must be said, however, that we have seven Special Tax School Districts in

our county, in which the special tax revenue alone this year (1910-11) will aggregate nearly fourteen thousand dollars (\$14,000.00).

Much has been done, and more in process of being done, toward the improvement of our public school buildings and in equipping them with more sanitary furniture and with more and better apparatus.

Good work has been done, also, in the way of enlarging and beautifying our school grounds, and it is designed that each permanent school community in Palm Beach County shall soon have its splendid and substantial school building, or buildings, each thoroughly equipped with the best furniture and apparatus and surrounded by a beautiful campus of at least three to five acres.

In the matter of public school libraries, too, we have already spent some efforts and some money, and we purpose that every public school in our county, large or small, shall have a well-selected school library.

In four or five school communities in our county plans are now about perfected for the erection of new stone school buildings at an estimated cost of from \$5,000.00 to \$10,000.00 each.

Everywhere among our people the ideas of permanence and progress seem to prevail in reference to all public school expenditures.

Financially, I presume, the public schools of Palm Beach County possess advantages not enjoyed by those in many other counties of Florida.

We have only eleven (11) white schools in our county, and our total revenue for schools, for the year 1910-11, will aggregate about fifty-three thousand (\$53,000.00) dollars. The average salary paid to the white teachers of Palm Beach County for the year 1910-11 is seventy six (\$76.00) dollars per school month, for a year of eight months; and to negro teachers about forty (\$40.00) dollars per month, for a year of six months.

We have, perhaps, in our West Palm Beach High

School one of the most promising and best equipped public schools in the State of Florida.

Its imposing and well appointed new stone school building, but recently completed and equipped at a cost of approximately seventy-five thousand (\$75,000.00) dollars, stands on a fine elevation, commanding one of the grandest views to be had, both of the Everglades and the Atlantic Ocean.

It has a normal-trained, high-salaried faculty of sixteen instructors, whose thorough work covers its combined grammar school, high school and kindergarten departments.

In conclusion, we may safely add that Palm Beach County is just now on the threshold of what promises to be a long period of great material prosperity on the one hand and of rapid progress in her system of public schools on the other.

Respectfully submitted,

JAMES C. HARRIS,

County Superintendent of Public Instruction.

PASCO COUNTY.

Dade City, Fla., October 15, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—It affords me gratification to find that there is quite an awakening among the masses in educational interest. Now, whether this feeling was quickened or aroused by the late education campaign I know not, but I think it had something to do with it.

RURAL SCHOOLS MERGED.

A call is made from nearly every portion of the county,

that has not already combined, for consolidation of schools. This incurs a greater expense to the School Board, as it requires transportation, better and more commodious buildings, and higher salaried teachers. It is my conviction that the extra expense is more than made up by the results.

FINANCES.

The present condition of the School Board is good, having run the schools one month longer than in previous years; making a number of needed repairs and erecting some new buildings. Now, on entering the incoming year, finds them out of debt, with a surplus of more than \$4,000.00 in the treasury. For the first time since the creation of the county has the School Board been out of debt.

SPECIAL TAX SCHOOLS.

Every school in the county is in a Special Tax District but one. These resources are invaluable aids to the School Board in helping to keep up repairs and assisting in new buildings, in transportation and in lengthening school terms.

TEACHERS.

Considering the salary of our teachers, which is above an average, I think, in the State, they are not excelled by any county. A very large per cent. are progressive and experienced teachers, who spend, for the most part, their vacation in normal training schools that they may better fit themselves for their chosen profession.

TEACHERS' EXAMINATIONS.

My desire has been to raise the standard and credit of our teachers, but not at the expense of justice; and, so

far, I have been able to secure only reliable and impartial persons to assist me.

GRADING COMMITTEE.

Thus far the grading committees have done their work very satisfactorily to the School Board. No charges of dishonesty or incompetency have been made.

COURSE OF STUDY.

A course of study and regulations for our schools have just been prepared. I trust this much-needed guide will prove very effectual in producing systematic work by the teachers of Pasco County.

SUPERINTENDENT'S SALARY.

My salary is now paid by the County Commissioners, as other county officers.

Respectfully submitted,

M. L. GILBERT,
County Superintendent of Public Instruction.

POLK COUNTY.

Bartow, Fla., September 27, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I have the honor to submit the following brief report of the condition of educational affairs in Polk County for the past two years:

The enrollment of white children for the school year 1908-09 was 4,061; for the year 1909-10 it was 4,292, being

an increase of 231. The enrollment of negro children for these two years was respectively 1,003 and 1,004, showing an increase of only 1.

The average attendance for white children was 2,882 and 3,006, respectively: of negro children 751 and 762 respectively. This shows an increase in the average attendance for white children of 124, while that of the negro children was only 11.

In order to encourage our people to send their children more regularly, we have given one month extra to all schools that have made an average attendance equal to 80 per cent of their enrollment through the regular term of four months. This practically gives every community the opportunity to secure a five months' term if it so desires.

Of the 73 white schools in the county, there are 3 Senior High Schools and 9 Junior High Schools. Of 14 negro schools there are 2 Junior High Schools. Practically, all the other schools, both white and negro, are well graded.

It is obligatory upon the Superintendent and all teachers of Polk County to attend the Polk County Teachers' Association, which meets once each month during the school year. All the schools of the county are divided into seven districts, thus making them easy of access and reducing the expense of attendance to a minimum.

During the past two years 3 new Special Tax District Schools have been created, and the prospect is bright for the creation of several more within the near future. Many of these schools have procured maps, charts and up-to-date apparatus. The rural schools are being furnished with new patent desks and Acme-plate blackboards as rapidly as funds are available for the purpose.

Principals of the Senior High Schools must hold State Certificates; of Junior High Schools, State, First Grade Life or First Grade. Assistants in the Senior High Schools from the fifth grade up, shall hold not lower than First Grade; assistants in the second and third grades shall

hold not lower than a Second Grade. Principals of the Primary Department shall hold a Primary, Primary Life or First Grade. Principals of Junior High Schools shall hold State, First Grade Life or First Grade.

The County Board will not employ teachers who have taught three years under a second grade or two years under a third grade certificate, and who have made no effort to advance the grade of their certificates.

Respectfully submitted,

THOMAS B. KIRK,

County Superintendent of Public Instruction.

PUTNAM COUNTY.

Palatka, Fla., October 6, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In accordance with your request, I herewith beg to submit the following brief report of the public schools of Putnam County for the past two years:

For each of the scholastic years just closed, 1908-09 and 1909-10, we have maintained thirty-one white schools and twenty-three negro schools, a total of fifty-four schools in the county. For these schools we have employed seventy-nine teachers, fifty-three white and twenty-six colored. The average salary paid to these teachers per month, for the past two years, is as follows: White, males, \$74.81; white, females, \$48.16; negro, males, \$39.27; negro, females, \$27.15.

The average length of school term, over the entire county for the past two years, has been: White, 128 days; colored, 86 days. Of the white schools we now have, there are two Senior and one Junior High Schools. We have also several rural graded schools in the county, with two teachers. It has been our endeavor to select the very

best teachers to fill these positions, and we have used every means in our power to bring these schools up by properly grading, etc., to the requirements of our course of study, which is in conformity with the standard course of study adopted by the State Board.

We are urging upon our teachers the importance of properly grading in all of our schools, for we find that unless this vital point is carefully looked after the best results cannot be obtained. In some of our rural graded schools we find our teachers trying to teach one, and in some cases two, of the high school studies, and as not many of our teachers are prepared to properly do this work we do not encourage them in teaching high school branches, but we insist on the students entering some good high school after they have completed the grammar school branches.

As a fair test of the work being accomplished in our rural graded schools, we mention the fact that quite a number of our students, from 16 to 17 years of age, are coming in and taking the State Uniform Examination, obtaining Third Grade Teachers' Certificates.

The equipping of our schools with the necessary apparatus for the best results has been slow, on account of insufficient funds; however, this matter has not been totally neglected, we having purchased globes, maps, etc., as rapidly as the means at hand would permit. Recently we received a small supply of these fixtures, and we are now distributing them among our schools. We are also furnishing our schools with good Hyloplate blackboards as fast as our means will permit. In a number of our schools we have replaced the old home-made desks and benches with up-to-date patent desks.

Our school buildings are in very good repair and, with few exceptions, they are roomy, comfortable houses. Some of them have recently received a coat of paint, improving their appearance very much.

We now have ten Special Tax School Districts, all of

which, with the exception of one or two, have an assessment of 3 mills. Two of these Special Tax School Districts have been established during the past two years. The city of Palatka, East Palatka and Palatka Heights are included in one of these districts. In establishing the Palatka district we have made possible the raising of funds with which to build an up-to-date school building in Palatka within the next year or two. In general, we think the condition of our schools has been much improved during the past few years. The educational campaign, no doubt, has been instrumental in stimulating a lively interest for better school facilities and has greatly aided the County Superintendent and the County Board of Public Instruction in trying to better the condition of our schools throughout the county. For this assistance we are largely indebted to the Hon. W. M. Holloway and his associates.

Notwithstanding the fact that we have been thrown entirely on our own resources by the withdrawal of the State aids, we are in very good condition financially. At the close of the last scholastic year, June 30th, 1910, there was a cash balance of \$7,143.28 in the treasury to the credit of the school fund. Against this there were warrants outstanding amounting to \$668.93, leaving a cash balance on hand June 30th, 1910, of \$6,474.35. Our county school levy is now 7 mills. All school warrants are cashed at face value, and our bills are paid promptly on the first of every month.

Respectfully submitted,

L. K. TUCKER,
County Superintendent of Public Instruction.

ST. JOHNS COUNTY.

St. Augustine, Fla., November 30, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I beg to submit herewith report of public schools in St. Johns County for two years ending June 30th, 1910:

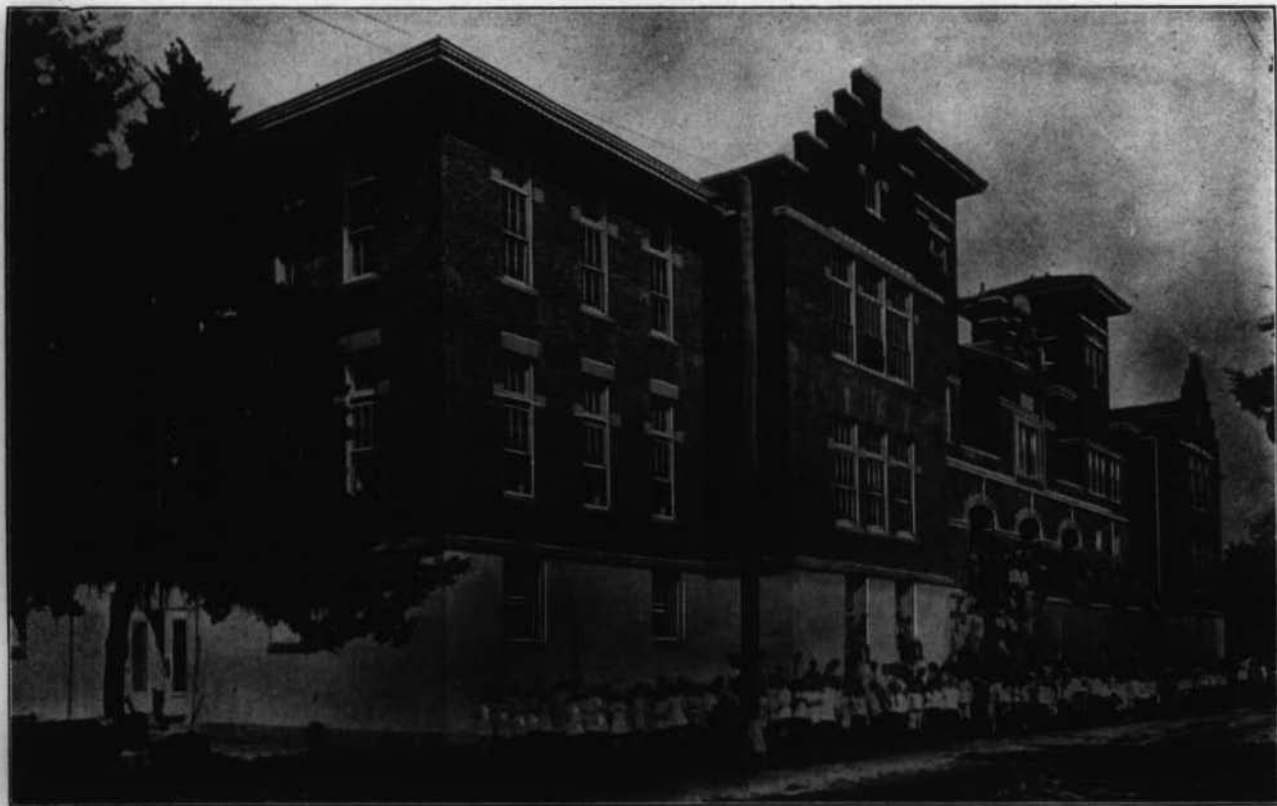
SCHOOL BUILDINGS.

Three rural school buildings have been erected within the past two years, one located at Espanola at a cost of two hundred and five dollars (\$205.00), one at Bunnell costing the School Board two hundred dollars (\$200.00), the balance of the eight hundred (\$800.00) dollars (the actual cost of the building) being paid by the Bunnell Development Company, and another (a colored school) at Mill Creek at a cost of two hundred dollars (\$200.00). With very few exceptions, our rural schools are ceiled or plastered and provided with patent desks.

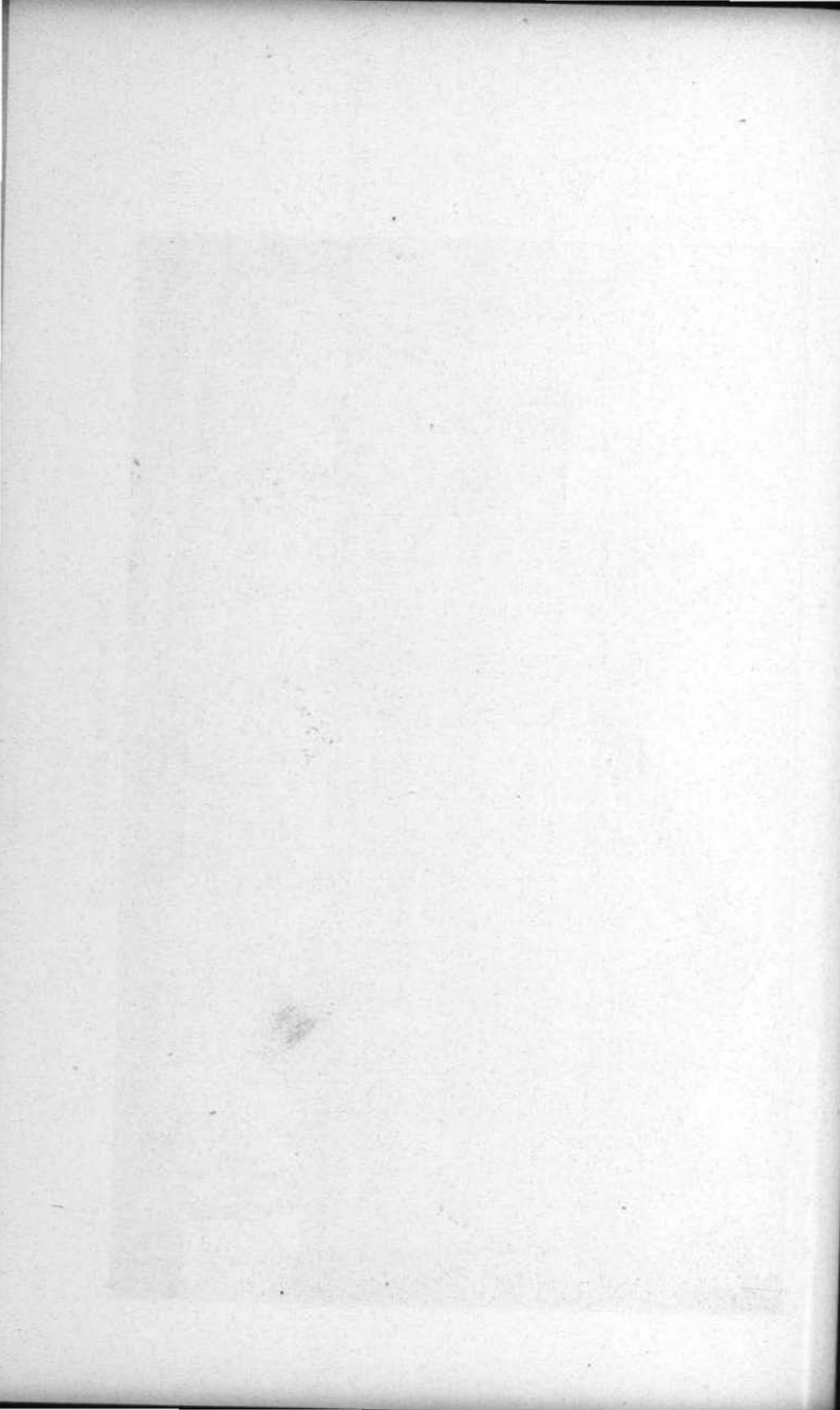
A new high and graded school building at St. Augustine was practically built during the past two years. This building, constructed of reinforced concrete and brick, contains twenty-eight (28) class rooms, auditorium, chemical and physical laboratories, library, offices for superintendent and principal, emergency (or sick) room, with a basement 75x212 feet, and up to the period for which this report is made, while this building was still unfinished, the sum of \$62,527.00 had been paid on account of its construction.

SCHOOLS.

St. Johns County has one Senior High and Graded School, located at St. Augustine, with twenty teachers and an enrollment of 569 pupils.



ST. AUGUSTINE HIGH SCHOOL.



We have two Junior High and Graded Schools, one (colored) located at St. Augustine, with eight teachers and an enrollment of 279 pupils; and one (white) located at Hastings, employing four teachers, with 102 pupils enrolled.

FINANCIAL.

The financial condition of St. Johns County I consider good. While our last annual report shows an indebtedness of \$55,161.00, considering the fact that \$62,527.00 has been paid on account of the construction of the St. Augustine new high school building, \$6,000.00 for grounds and \$1,500.00 for furniture, making a total expenditure of \$70,027.00, it can be easily seen that without this extraordinary expenditure of funds the report would have indicated a cash balance of \$14,866.00.

SPECIAL TAX SCHOOL DISTRICTS.

St. Johns County has no Special Tax School Districts. In my opinion, when the law requiring Tax Assessors to assess property at its full cash value is enforced, there will be no necessity for Special Tax School Districts. I believe the enactment of a law providing for the appointment of an inspector of tax assessments, to the end that the above mentioned law may be enforced, would be a move in the right direction.

Very respectfully,

W. S. M. PINKHAM,
County Superintendent of Public Instruction.

ST. LUCIE COUNTY.

To the Hon. W. M. Holloway, State Superintendent of
Public Instruction, Tallahassee, Fla.

SPECIAL REPORT FOR ST. LUCIE COUNTY, FLA.

Number of teachers in county.....	24
Number of Kindergartens.....	1
Number of new school buildings.....	3
Number of schools repaired, costing over \$50.00 in repairs	2
Number of Women's School Improvement Associations	1
Number of colored teachers in county.....	4
Number of colored schools in county.....	3

Total number of teachers.....	28
Highest salary paid to teachers.....	\$140.00
Lowest salary paid to teachers.....	35.00
Average salary paid to teachers.....	55.00

This embraces all that I can think of that should possibly go into a report of this nature, and submit same accordingly.

Very respectfully,

A. D. PENNEY,

County Superintendent of Public Instruction.

SANTA ROSA COUNTY.

Milton, Fla., October 1, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request of recent date, I herewith submit the following brief report of the public schools in Santa Rosa County for the past two years:

SCHOOLS.

The Board maintains eighty-two schools for white children and twelve for negro children. Two years ago there

were eighty-four schools reported for white children and ten for negroes. Two schools have been established for white children and a few others consolidated, hence the decrease in number.

We have two Junior High Schools in the county—one in Milton and one in Bagdad. Both of these schools are maintaining the standard course of study for Junior High Schools, and doing excellent work.

We have a number of Rural Graded Schools employing from one to three teachers. In these schools the best of work is being done. Many of the pupils are country boys and girls who are determined to get an education. They are making the best possible use of their opportunities. From these schools the county is receiving each year many of its best teachers. The Board is doing all it can to raise all its country schools to this class. The work, so far, is very encouraging.

TEACHERS.

We never have resident teachers enough to supply our schools. Therefore it is very difficult to have all the schools taught when the best attendance can be secured. Also, for the past two years we have had some trouble in securing teachers whose scholarship was sufficient to teach some of the best schools. To meet this demand the Board has recently made an appropriation to have "A Review Course for Teachers," conducted here in the county next year. The idea is to bring the school as near as possible to the teachers.

SALARIES OF TEACHERS.

Our teachers are not paid as much as we would like to have them paid for their services. The Board, however, has increased the salaries a little each year, and expects to continue to do this until the teachers are paid reasonable salaries.

BUILDINGS AND GROUNDS.

During the past two years the Board has erected eight one room buildings, two two-room buildings, and added one room to each of two other buildings. These buildings have cost the Board \$3,759.28. In many of the districts in which these buildings have been erected the patrons of the schools have donated considerable amounts in labor and material.

The people of the county are becoming interested in beautifying school grounds, and in school room decoration. All teachers have been instructed to observe Arbor Day by holding appropriate exercises and inviting school patrons and friends to assist in the work of beautifying the school grounds. In many districts this has been done and good results obtained. In many districts lots have been donated or purchased for the use of play-grounds for school children. The patrons of one rural district voluntarily paid fifty dollars for a suitable play-ground for their children. Truly some of our good people are beginning to realize the real value of "Play in Education."

SPECIAL TAX SCHOOL DISTRICTS.

Seven Special Tax School Districts were organized last spring. They will be in operation this year. They are the first to be established in the county. Others will be established as soon as the good results of these are known. In some of the districts the money raised will be used to extend the term of school, and in the others it will be used to supplement the salaries of the teachers.

FINANCIAL CONDITION.

The financial condition of the school fund is improving. During the past two years the Board has paid several hundred dollars in "State Aid Claims" due teachers who

taught under the 80 per cent act before it was declared unconstitutional. Because of the Board's having to borrow money to pay these claims, and because about half of the schools are taught during the summer and the teachers are paid before any funds are collected, it has been necessary to pay a large amount of interest on borrowed money each year. Yet, with all this seemingly unnecessary expenditure, the school fund will be entirely out of debt by the end of the present scholastic year.

Respectfully submitted,

J. T. DIAMOND,

County Superintendent of Public Instruction.

SUMTER COUNTY.

Sumterville, Fla., September 1, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I have the pleasure of submitting herewith a report of the schools of Sumter County:

SCHOOL BUILDINGS.

We have twenty-seven white schools and eleven negro schools. Except a few negro schools which are taught in churches, all are comfortable, well-seated and equipped for progressive school work. At one time we had forty-eight schools, but we have been combining, which enabled us to discontinue a few schools. In districts where there are not a sufficient number of children to operate a school we are hauling those who live farther than three miles. This has been a benefit to the children thus conveyed, and also has given strength to other schools. Transportation has proven to be a good thing so far as we have tried it.

TEACHERS' SALARIES.

Teachers' salaries are fixed according to grade of certificate, experience and size of the school. Salaries run from \$30.00 to \$125.00 per month, all paid promptly at the end of each month. During the past two years we have built a nice two-story building at Coleman, costing about \$2,000.00, and one at Center Hill, costing about the same; both of which are nicely furnished with patent desks, teachers' desks, etc. The Ladies' Improvement Society at Center Hill has painted the new school building, enclosed the school grounds with the best wire fence and cedar posts, all painted. The society has also purchased a nice bell for the school. At Wildwood and Bushnell the same society has fenced the grounds, swung gates and in each building is a new piano costing \$350.00 each. The good women of Sumter County are doing a great work and materially aiding the county in furthering educational interest.

FINANCES.

Last year our collections were more than \$23,000.00, and the salary of the superintendent went into the hundred-dollar column. This year the collections were about \$17,000.00, and the Board reduced salary to \$85.00. We make an arrangement with the Leesburg State Bank to cash all warrants, whether the Board is in funds or not. Bank charges 6 per cent. on daily balances. The amount paid for interest for last year was about \$325.00. We are now asking for a 7 mills school tax. We have nine Special Tax Districts, which pay annually about \$3,500.00. The people generally are readily yielding to extra school tax. We paid for teachers' salaries last year more than \$15,000.00. From year to year we are paying more money to defray school expenses, and we are glad to state we are getting much more in return. Twelve years ago teachers' salaries in this county amounted to about \$7,000.00.

SCHOOL TERM.

The regular term paid for by the Board is five months. In Special Tax Districts the term is extended to seven or eight months.

COUNTY HIGH SCHOOL.

Our county high school, situated at Webster, in which are employed five teachers and carrying twelve grades, is not what it should be. Plans are already leading to the erection of a \$5,000.00 high school building, to be ready for occupancy by another school year.

TEACHERS.

The character and qualification of our teachers are gradually improving. It has been our aim to encourage the true teacher—a teacher who is able to show results in the school room, and reject those who do not. There is a growing demand in this county for better teachers. Graduates of normal schools are in great demand. Many communities are willing to supplement the salaries of such teachers.

GRADING COMMITTEES.

I do not favor our present system of grading, in my county; there are times when it is very hard to secure the services of teachers whose qualifications are in keeping with the requirements of the law along this line. I do not believe in placing teachers on grading committees who have, or are then, teaching examinees. I favor a State grading committee. This would give uniformity to the grading, which in many counties is not the case.

EXAMINATION QUESTIONS.

I desire to express to the State Superintendent my

hearty approval of the last set of questions. They were in every way the most practical questions, in my judgment, for many years. The time allotted for each subject was fair and reasonable to everyone. The order in which the different subjects were taken up was ideal.

Respectfully submitted,

J. A. JONES,
County Superintendent of Public Instruction.

SUWANNEE COUNTY.

Live Oak, Fla., October 15, 1910.

Hon. W. M. Holloway, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I hereby submit this, my report of the condition of the public schools in Suwannee County:

SCHOOL PROPERTY.

In January, 1909, when I was placed at the head of the school system, I thought that the county was complete as to school buildings, but the increase in the number of pupils, of course, demanded more houses; then the Board of Public Instruction built five or six new houses, four of them on new school sites, which, with the exception of two places, I think, finished the work as to building school houses. We are going to build these some time during the next school year. We also have all the school houses except those that have been built on new sites furnished with patent seats, and I think by the end of this school year we will have them all furnished well with patent seats—that is, the schools for white children. We have established two new negro schools this year. We have all of our school houses well furnished with blackboards, and a great many of them furnished with maps, charts, globes, etc.

REPAIRS.

During the last two years we have spent \$948.00 for repairs, which practically puts every school building in the county in good condition; as most of the buildings were new, there was not much repairing to do. However, there are a few white school buildings that are yet to repair, and several negro school buildings. Special effort has been made to repair every old school house in the county, but on account of the financial condition of the county this work has not been as complete as it should have been; however, we expect to continue the repair work as our finances will admit.

GRADED SCHOOLS.

We have one Senior High School and two Junior High Schools in the county at this time, of which we are all proud. The advantage that the graded school work has over the other work is becoming known and appreciated to the extent that we are now making special effort to grade all the rural schools, or as many of them as we see any possibility of grading.

LIBRARIES.

There has been a library placed in some of the schools, especially in the Special Tax Districts, and these are being enlarged and others instituted all along. Our people are becoming so much more interested in the benefits derived from the use of libraries that I think it will be only a short time when we will have them in more of our rural schools.

SPECIAL TAX SCHOOL DISTRICTS.

At the beginning of 1909 there were eight Special Tax Districts in the county; since then three new ones have

been established, making a total of eleven districts in all. With one exception, these districts are all in good condition financially. The money is being spent for lengthening the terms, supplementing teachers' salaries, thereby enabling us to get better teachers and improving the school property.

TEACHERS.

We employ in all about eighty teachers, and endeavor as much as possible to use our home teachers—that is, from this county—but sometimes we find it necessary to get teachers from other parts of the State. We offer inducements to teachers holding Second and Third Grade Certificates to raise their grade of certificate by offering an increased salary to the higher grades. We also offer one month extra to the regular term to each school making an average of 75 per cent. of the enrollment for the entire term as an inducement for securing good attendance.

INSURANCE.

The Board of Public Instruction of this county has every school house, and all the furniture in each, insured for about 75 per cent. of their value, or all the law allows on them.

FINANCIAL CONDITION.

At the beginning of 1909 the financial condition of the county was bad. The indebtedness amounted to about \$35,000.00, as all the taxes at that time had not been collected; but after all the taxes for that year had come in it reduced the indebtedness to about \$20,000.00, and we were paying interest at the rate of 8 per cent. on this amount the year around, and a part of the time the full \$35,000.00. As the real indebtedness amounted to but about \$20,000.00, we went to work to get money at

a smaller rate of interest. The Legislature of 1909 passed a special act granting us the privilege of issuing coupon warrants, thereby placing us in a condition that we could transfer this debt into a future debt maturing at different intervals, and to secure money at 6 per cent. Upon this special act we issued coupon warrants to the amount of \$22,000.00, which practically put the funds of this county on a cash basis. For the payment of these warrants the Board made a special assessment for the payment of the interest semi-annually and a sinking fund for the payment of the principal at maturity.

Very respectfully yours,

J. W. O'HARA,

County Superintendent of Public Instruction.

TAYLOR COUNTY.

Perry, Fla., September 24, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I give you the following:

The school interest of our county has greatly improved to my gratification, caused by the earnest work of the school officers and teachers for the past ten years especially, but we are only infants, so to speak, yet. We are making strong efforts to do what we ought to do for the children, and I believe both officers and teachers as well as the parents and populace are becoming more and more sensitive to their duty in the great cause. One great trouble we have is securing efficient teachers, teachers who are making the work a life work or profession.

Two years ago we had about \$15,000.00 worth of school property, which was a great deal more than we had eight years ago, but we now have about \$32,000.00, or more than

double, in two years, and our indebtedness only about \$12,000.00, as shown by our last annual report. We are building new and better houses all the time, and while this good work is going on we realize that building good houses and furnishing same is only one step toward education.

We had two years ago six Special Tax Districts. We have now seventeen such districts, and expect more to be created next year. I am glad the people are so much interested as to create these Special Tax Districts; it is a strong evidence that they want more schooling, longer terms and more education.

We have only thirty-seven white schools and two colored schools, employing about fifty white teachers and three colored teachers, paying from \$35.00 to \$125.00 per month, terms from four to eight months.

We have three High Schools in the county, but the attendance and work are not satisfactory. I hope to see all the boys and girls in the High Schools backed up with a sufficient amount of knowledge obtained through the efficient work of the rural schools.

The County Board of Public Instruction has adopted Rules and Regulations, Course of Study, list of text books, with a suggestive program, in pamphlet form for the use of all schools through the grammar grades, and we are putting forth a strong effort to have all schools graded and we are progressing nicely in that direction. We have the free book system for all grades up to and including the eighth. There can be many things said in favor of free text books and some against it. We who have had experience in the school work know that one great hindrance to success, is that parents are careless and not financially able to furnish the necessary books for their children. While we are spending so much for building, furniture, apparatus and for teachers' salaries, we so arrange the books to get the greatest good possible. I think compulsory attendance would be a wonderful blessing to the chil-

dren and no hardship on anyone. I think if we cannot get it for the State, a local option form would be good; let it be subject to the will of the people as our Special Tax Districts are.

The educational campaign that is being conducted by the educators in our State, should be appreciated by all who have a desire to see the citizenship of our country on a higher plane. The fundamental thesis is well planned, and I think we should draw on our imaginations and picture in our minds a glorious tribute to behold if all the schools should have beautiful school grounds, school improvement associations, literary societies, libraries and such other things as are needed to make a model school.

May the time be near at hand when every school will have such enthusiastic support that the great work accomplished will spread out beyond the boundaries of not only the district, county and State, but also all the United States.

I believe an additional one-mill tax for the maintenance of the County High Schools would be a good and just expenditure. Our County High Schools are not succeeding as they should and thereby the State University failed to have the support needed. More education and higher education, is what the boys and girls need. We must not be contented until they get it.

Yours very truly,

W. A. HENRY,

County Superintendent of Public Instruction.

VOLUSIA COUNTY.

DeLand, Fla., October 8, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I respectfully submit the following bi-ennial report:

The schools of this county are in a flourishing condition. In the past two years, we have made marked progress in many ways; yet we come far short of our ideals and ambitions. It does seem our boys and girls deserve so much more than we can give them that, sometimes, we are almost discouraged.

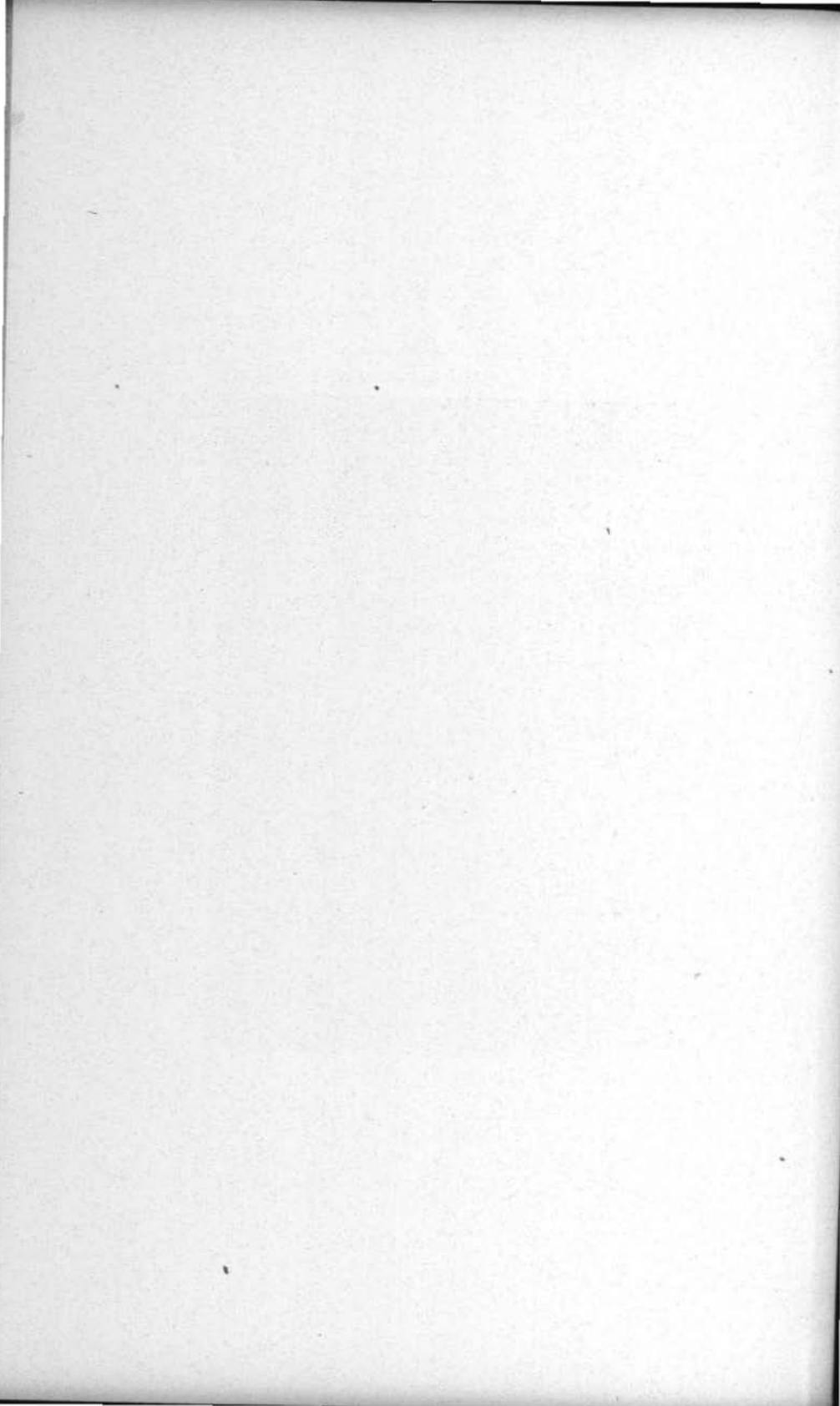
The number of schools in the county is not increasing. We now have thirty-four white schools and seventeen colored. Our twenty-two Special Tax Districts embrace thirty-seven schools—white and colored. We employ 82 white teachers and 29 colored. In the past two years, our teaching force has been increased 7 per cent and our enrollment of pupils has increased 7 per cent. Sixty-four per cent. of our total enrollment are white pupils and 36 per cent. colored. A little more than 90 per cent. of our entire enrollment are in the twenty-two Special Tax School Districts. Fifty-one per cent. of all the white pupils are in the four High Schools of the county. Last year our average attendance was 76 per cent. of the entire enrollment.

Our total receipts for school purposes last year were 20 per cent above two years ago, and we paid 14 per cent more for teachers' salaries. The average monthly salary of our teachers has advanced about 10 per cent. The total value of public school real estate in the county is approximately \$135,000.00, and of furniture and apparatus \$16,000.00. In the past two years, about \$56,000.00 has been spent in new buildings and repairs, and about \$3,500 in furniture and apparatus. We receive about \$13,000.00 per year in Special District taxes.

The loss of the \$8,000.00 due us on the State Aid proposition was a very severe blow, but we have been able to maintain our schools on the same old basis, although we have not made many of the improvements which we contemplated. At the close of the last fiscal year we had a little more than \$21,000.00 net cash balance. But when the schools are in operation, our monthly pay roll amounts



DAYTONA HIGH SCHOOL.



to about \$6,000.00, so we shall have to borrow money before our this year's taxes come in.

All of our schools are comfortably and adequately housed. I wish, however, to especially mention the splendid new school house at Daytona. This building was erected by a special bond issue of the city of Daytona. It is of brick and reinforced concrete, and is practically fire-proof. The entire property is worth between \$50,000 and \$60,000. This splendid school building reflects much credit upon the spirit and enterprise of the citizens of Daytona.

Volusia County has four High Schools, two Senior and two Juniór. These four schools employ thirty-eight teachers. All the principals hold State Certificates. We believe the work done in these schools will compare favorably with that of any similar schools in the State. We offer three co-ordinate high school courses—Classical, Scientific, and Civic. In all of these courses, part of the work is required and part is elective.

The minimum term for white schools in this county is six months, and for colored schools, four months. Since the withdrawal of State aid, the average length of term is somewhat shorter. As a policy, however, we do not favor the State aid proposition. We think it would be better to raise the maximum rate of taxation, and let the counties offer the same inducements for regular attendance that were offered through State aid.

Our County Board of Public Instruction is just as liberal with the schools as our laws and constitution will allow. We are raising all the money for school purposes that we can—to the very limit. Every special district is levying the full three mills and most of them are anxious to levy more. Many do not understand the constitutional limitations and so cannot see why they should not be allowed to vote just as high a millage as they see fit. It does seem unfortunate that the progressive counties should be so handicapped in this matter. A very large percentage of our citizens come from States that pay a

much higher rate of school taxes and so are able to offer superior school advantages. These citizens are interested in Florida and are anxious to see her come to the front in everything. They have a larger vision of educational duties and responsibilities than did the framers of our constitution. This spirit has taken hold of all our people and is causing unrest and dissatisfaction with present conditions. They cannot see why they should not be allowed to have what they are willing to pay for. Some special districts have asked to be allowed to double their millage. This, of course, cannot be allowed without unanimous consent, and that is a practical impossibility. We would strongly favor a constitutional amendment raising the maximum rate of school taxation, especially for special districts.

We are pleased to know of the increasing interest in educational matters all over the State. The time is not far distant, we trust, when Florida schools will rank with the best in the land. Let us guard against the tyranny of custom, tradition, and habits of thought that are such hindrances to progress, and at the same time exercise a wise conservatism. If you have any new visions of higher effectiveness, or know of anything good, pass them along. And may the next bi-ennium be the brightest chapter in the educational history of our commonwealth.

REPORT ON KINDERGARTENS.

In Volusia County we have but two kindergartens in connection with our public schools—one at DeLand and one at Daytona. These are both in a flourishing condition. The enrollment in each is between thirty-five and forty. The patrons, generally, take much interest in our kindergartens. We find them, however, very expensive departments, and this stands in the way of establishing others. Kindergartners think they *must* have supplies and equipment that we cannot afford to give to other departments.

of our school work, and so our primary teachers think they are not given a fair deal. If kindergartens are ever discontinued in Volusia County, it will be because of the disproportionately heavy expense. Any teacher could do much better work if she had an assistant and the necessary equipment. We heartily approve of the kindergarten, but we must not favor one department at the expense of the others.

There is a free kindergarten in connection with Stetson University. I do not know the enrollment. This is the first year that this kindergarten has been free. I understand there is a private colored kindergarten at Daytona, but know nothing about it, only indirectly.

Respectfully submitted,

A. O. BOTTS,

County Superintendent of Public Instruction.

WAKULLA COUNTY.

Sopchoppy, Fla., September 28, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request of recent date, I take pleasure in submitting to you the following report of the schools of Wakulla County for the past two years:

The education of the children of Wakulla County has been sadly neglected in the past, and it has not been without great effort on the part of my teachers, as well as myself, that I am able to say that the people are awakening to their duties and that the future presents a different picture. There is a greater demand for competent teachers than has been in some time, and the people are willing to be taxed to pay them good salaries. There are more of the children above 12 years old attend-

ing school now than formerly. Signs of better times are showing up all the time, and in a few years we hope to be along with the most progressive counties in the State.

During the last two years we have built six new school houses and equipped them. One of these houses contains three rooms and was built for the colored youth of the county. Extensive repairs have been made, and all of the white school houses have been painted and comfortably seated with patent desks.

There are twenty-two white schools and thirteen colored schools, with an attendance of 1,364 pupils. The regular term lasts for five months, but we have several schools that run for seven and eight months. The funds for their maintenance are supplemented by private means or by Special Tax Districts.

The Board has recently established a high school at Crawfordville, and it is doing finely. We have several large rural schools, which are supplied with two teachers. The other rural schools are progressing very rapidly since they have been either partly or wholly graded. The best teachers that can be found are placed in the country schools.

The finances of the county are in good shape; the county is out of debt, with a cash balance of \$1,200.00. The teachers are paid promptly. Not a single warrant has been discounted in over two years.

Teachers have been scarce, but by starting in time I have succeeded in having all of my schools supplied by September 1st. Salaries range from \$30.00 for a Third Grade to \$50.00 for a First. Very few Third Grade teachers are used; only home teachers of this grade.

Wakulla County has one Special Tax District, which contains five schools. There are others contemplated soon.

A carefully prepared course of study, with rules and regulations for the guidance of teachers, pupils and supervisors, has been recently adopted by the Board, and

the results from same have been very gratifying so far. There has been a greater uniformity in the grades, as well as a better understanding of the duties of those directly concerned.

I have tried, since coming into office, to devote all of my time to school work. I have succeeded in finding plenty to keep me busy. I make several visits to each school, and I have each of my teachers make me a weekly report of their school on cards which are furnished them. In this way I can keep in immediate touch with all of my schools. I use the county papers a great deal, and interest the patrons in this way in school work.

In order to get the best results out of our public school system, we need a compulsory attendance law, and the sooner it is passed by the Legislature of the State the better it will be for the children. To procrastinate means to blight the future of some of our brightest boys and girls.

We need an amendment to the Constitution providing a one-mill tax for the support of the high schools and the rural graded schools of the State. I favor only one high school in each county receiving funds from this source, the remainder to be expended on the rural graded schools.

Every county needs a high school, even if a law must be passed compelling County Boards to establish them.

There should be a definite time fixed for the taxes of the State to be paid. School Boards would have less difficulty in obtaining funds to run their schools if the taxes had to be paid early. As long as the Tax Collector has the authority to wait for the people to get ready to pay their taxes, some people will take advantage of it, and the schools have to do without the money. We need some legislation along this line.

Respectfully submitted,

CHARLES K. ALLEN,
County Superintendent of Public Instruction.

WALTON COUNTY.

DeFuniak Springs, Fla., September 26, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—I beg to submit the following report, in accordance with your request:

This report covers the time from January 1st, 1909, to the present date, 1910, which just takes in my own administration. My first effort on taking charge of the duties of this office was to establish some better buildings in some of the rural districts. We have several new buildings now which are notable improvements, and which the people are proud of since they have them. We have several very creditable buildings now under way; these cost the county but a small item. For instance, the people of Silver Springs built a \$500.00 house and the Board was out only \$103.00.

The people are becoming more interested in the matter, and with small donations the Board stimulates them to a sense of duty to their children along this line. The old-time barn houses are passing away and more convenient and comfortable houses are taking their places. At Freeport we have a new \$3,000.00 building, constructed in a very convenient style. We maintain a six months' school there.

We have under way a plan to establish, with the assistance of the town, at Laurel Hill, a \$7,000.00 structure.

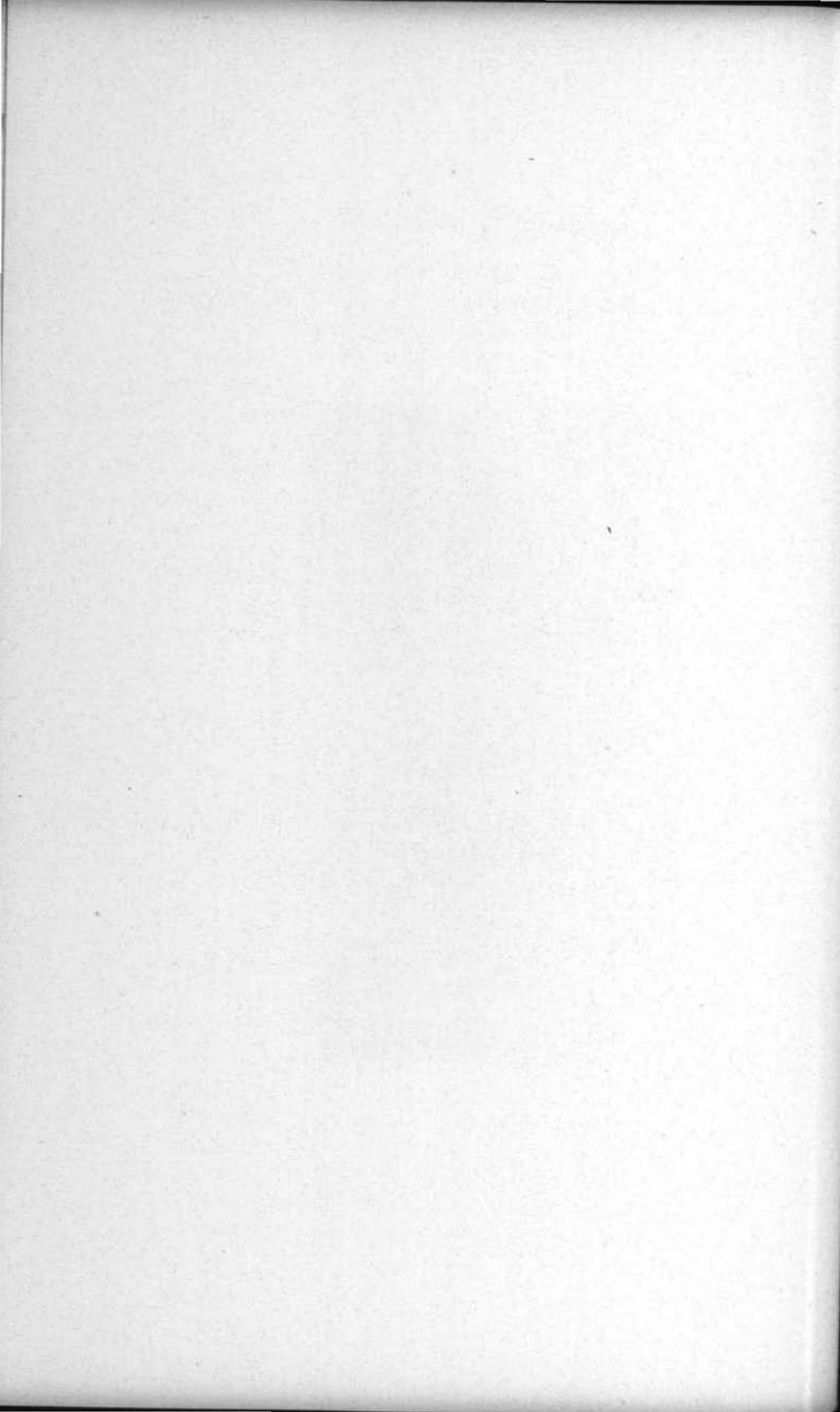
The Walton High School will be discussed in another paragraph.

TEACHERS.

Walton County has a very strong force of teachers. First Grade teachers are always secured for principals of rural schools and other large schools requiring only one teacher, if there are pupils above the eighth grade. We have some Second Grade teachers doing good work. As a whole, we have a very energetic force of teachers.



HIGH SCHOOL, DeFUNIAK SPRINGS.



CERTIFICATION OF TEACHERS.

I have been very careful in the selection of grading committees, in order to maintain the highest standard among my teachers that could be secured.

WINTER SCHOOLS.

Our people, as well as the School Board, are fast learning the superiority of winter terms, and this year we have more winter schools than we have ever had. We have seated most of our schools with patent desks wherever the house is sufficient to protect the furniture. Of course, it is only county property that we furnish.

There are six Special Tax School Districts in Walton County; all of these have six months' terms. The time will not be very distant when each district will be a Special Tax School District.

FUNDS.

On account of taxes not being paid promptly we are short of funds, but the levy is more than sufficient to cover the indebtedness. So we are not having much of a "panic."

The law relative to the collection of taxes should be arranged so that funds would be available at the proper time. At least, I would recommend such a law as this.

Our receipts for the last scholastic year were some \$28,000.00. For the present year we should collect something like \$35,000.00.

I am of the opinion that School Board members should be retained four years at least. It works a great hardship on the County Superintendent when all the members are new and without a knowledge of school affairs. All members should never be new.

With our County Teachers' Institute and the several

Improvement Associations, I believe that we shall have a general awakening and accomplish much good for the cause of education.

WALTON HIGH SCHOOL.

The Walton High School is located in DeFuniak Springs. We have now a large brick building, which furnishes ample room for all pupils living in town and also those coming from the country.

With the present faculty we have a force of teachers in the High School second to none in the State. The school is maintained by the county, and any pupil residing in Walton County may attend without charge.

By agreement with the town authorities at the time of making the deed to the School Board, this institution was established permanently. Therefore, we are sure of one high school in this county.

We have employed eleven teachers for this term, paying from \$125.00 to \$50.00 per month for their services.

Very truly yours,

DAN N. TROTMAN,
County Superintendent of Public Instruction.

WASHINGTON COUNTY.

Vernon, Fla., September 26, 1910.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—Complying with your request, I take pleasure in submitting a brief report of school operations in Washington County for the two years ending June 30th, 1910. I am glad to report that the schools of Washington County have done splendid work and have grown materially in interest and effectiveness.

For the year beginning July 1st, 1908, and ending June 30th, 1909, we had in operation in Washington County 97 schools; white 73, colored, 24, with an enrollment of white, 2,701, colored, 1,113. Average attendance, white, 1,783, colored, 814. Percentage of attendance, white, 66 per cent, colored, 73 per cent. Total salaries of teachers paid this year, white, \$15,521.60; colored, \$3,646.50; total, \$19,168.10. A cash balance in treasury of \$11,054.07.

SCHOOLS 1909-1910.

Total number of schools taught this year, white, 68, colored, 26. Two white schools consolidated, three not taught and two colored schools were established. Total, 94, with an enrollment of white, 2,783, colored, 1,246. Average attendance, white, 1,875, colored, 903. Percentage of attendance, white, 66 per cent, colored, 72 per cent. Number of teachers employed was, white, 70, colored, 23. Total salaries paid, \$15,265.60, colored, \$4,168.73. Total, \$19,434.33. Net cash balance on hand, \$12,514.21. I have given the above to show that a local compulsory school law would work wonders with us, if it could be carried and rigidly enforced.

It became my duty this year, 1910, to take the school census of Washington County, and by this I have come in possession of the following facts, viz.: The number of white children in Washington County as shown by census enumeration from 6 to 21 years of age is 3,325. Of this number 2,783 were enrolled in the schools, leaving 542 children out of school. The number of colored children of the ages mentioned is 1,376. Of this number, there were in school 1,246, leaving only 130 that did not enter school during the year 1909-10.

SPECIAL TAX DISTRICT SCHOOLS.

Two years ago I reported seven Special Tax District

Schools. Since then we have created three others, Chipley, Long Bay, and Duncan, making in all ten special tax schools. The idea of special taxing, and special districting seems to be growing with the people and no doubt others will be created within this year. All of these districts vote for the millage to the lawful limit, and thereby raise a snug little sum for repairs and incidentals, and have enough left to supplement the teacher's salary, extend the term of school, etc.

BUILDINGS.

I believe our buildings will compare favorably with those of any other county, and yet they are not as well fitted up as they should be. The attendance of the Chipley High School has increased so rapidly in the last two years it became necessary to enlarge the building which has been done, adding four rooms at a cost of about \$3,000.00. I am proud to say that we have in this, a building that will stand a favorable comparison with any other High School building in the State. A very handsome new building has been erected at St. Andrews Bay at a cost of about \$3,000.00.

The School Board of Washington County, having inaugurated a High School for St. Andrews, a new era in educational matters is about to dawn upon this favored locality. Inasmuch as the town of St. Andrews is high, dry, healthful, picturesque and peculiar, and has an excellent building, well equipped in every department, it is at once an ideal location for a High School.

With this we now have two High Schools in the county, one at Chipley, in the northern part, and one in the southern part of the county. Each is run for a term of eight months, giving reasonable access to all who wish to attain to higher marks in education.

We have six other graded village schools that are doing some excellent work, in which we employ from two to four

teachers—Millville, Panama City, Vernon, Port Washington, Pleasant Grove, and Duncan.

CONFERENCE FOR EDUCATION COMMITTEES.

The Conference for Education Committees (ladies) who have been appointed during the year are not doing very much for the cause, and no active steps have been taken for a general awakening of the people in their localities. I feel hopeful that when the State-wide prohibition excitement is over, I will be able to revive this interest. I favor a constitutional amendment of a one-mill tax to provide aid for High Schools, Rural Graded Schools, and State Institutions of Higher Learning.

I believe the present system of examinations for teachers will have to be abolished, as it is getting too old, and some changes could be made that would revive the interest for a time. I have always believed that as we have first, second, and third grade schools and teachers, we should have separately corresponding questions, and let it be law, that no applicant be allowed to take a second time for a third grade certificate. When he has taught out the life of one third grade certificate, compel him to take next for a second and so on for a first grade. We will find many more of them attending the High Schools than there are now, under the present system. I want to wipe out the idea that if I fail on a first, I will get a second, and if I fail on a second, I will get a third, and all these chances to get something tend to make those who expect to take the examination, very indifferent, as they are sure of some grade.

OUR PRESENT SCHOOL SYSTEM.

In conclusion I want to say, that while there is still room for improvement, let us rejoice that much good has been wrought throughout the State in nearly every phase

of our present system of education. There is not a boy or girl who has the will to do so, but that he or she can get a good practical education in the time that is provided for him or her under the present system. Old Washington County is fast coming to the front in more ways than one. Good roads, good schools and a knowledge of agriculture are the chief items of interest now, and these three carried on together will make any country great; and with her railroads and deep water possibilities, I see no reason why it should not become one of the first counties of the State.

Respectfully submitted,

B. F. GAINER,
County Superintendent of Public Instruction.

CHAPTER III.

REPORTS OF STATE INSTITUTIONS OF HIGHER LEARNING.

UNIVERSITY OF FLORIDA.

Hon. Wm. M. Holloway, State Superintendent of Public
Instruction, Tallahassee, Fla.

Sir:—Complying with your request, I have the honor to submit herewith a report on the progress, work and needs of the University of Florida. While this report is expected to cover the last biennial period, I am able to speak from personal experience only for the past year because my incumbency of the office began July 1st, 1909. Steady progress in all desirable directions has marked the last session and the one now in progress.

ATTENDANCE.

In giving the statistics of attendance, it is kept in mind that true progress in an institution of learning is not essentially proportionate to material growth and expansion, and that the highest results of true educational progress cannot be incorporated in tabular form. But since the figures will convey some idea of the growth of the University, the following statistics are submitted.

It should be borne in mind that the first session of the University was conducted at Lake City. The enrollment for October, 1905, of that session was 120; in 1906 the session closed with 108. Since the session of 1905-06 the institution has been in operation at its present perma-

nent site at Gainesville, and there were 91 reported in attendance October, 1906, closing the following May of that session with 71. The session of 1906-07 opened with 93 in attendance for the month of October of that year and ending in May of that session with 75 students present. The attendance in October, 1907, was 94, and in May of that session 67 students were reported present. In October, 1908, 101 students were reported present, and in May following there were 83 present. The report for October, 1909, showed an enrollment of 128 and for the following May 152. The present session of 1909-10 opened with an enrollment of 197 students and there are now present, November 5th, 201.

The following table will show the total enrollment by classes for each year since the establishment of the University:

	Nov. 5,					
	1905- 1906.	1906- 1907.	1907- 1908.	1908- 1909.	1909- 1910.	1910- 1911.
Graduate students ...	8	4	3	7	4	3
Seniors	9	6	9	9	9	17
Juniors	10	11	12	6	18	11
Sophomores	14	14	12	19	19	36
Freshmen	29	19	28	24	35	41
Sub-freshmen .....	...	35	31	19	29	28
Special	15	6	8	19	32	24
Normal students	51	7	....	....	10	8
Senior Law Class.....	...	....	....	....	7	14
Junior Law Class.....	...	....	....	....	24	19
Totals	136	102	103	103	*187	*201

* It should be noted that the registration for 1910-11 is only up to November 5, while the others are for the whole year. The corresponding registration for 1909-10 was 128—a gain for the present session of 73.

A thoughtful consideration of this report of attendance

will render obvious many encouraging features in the progress of the institution. It is therefore unnecessary to make further observation. It may be well to say, however, that, with the exception of the Department of Law, the same departments have been maintained during the past two years as formerly, but the entrance requirements have been slightly strengthened this year. The Department of Law was established in 1909, and in order to make a just comparison with the registration of previous sessions of the University, one should deduct 31 law students from the total attendance of 187 for the session of 1909-1910, and 34 law students from the total of 201 for the present session.

It is but fair to state here that the activities of the University have not been confined merely to the number of students matriculated in the Institution. Through the Experiment Station bulletins, Farmers' Institutes, the Chair of Secondary Education, and Correspondence Courses in Agriculture, nearly seventy thousand men and women and children participated in the benefits of the University during the last scholastic year. Something over fifteen thousand bulletins of the Experiment Station were sent out to farmers and other classes of citizens. More than ten thousand of our citizens attended the various sessions of the Farmers' Institutes. Something over forty thousand persons were addressed on school improvement and important educational reforms by our Professor of Secondary Education. About six hundred teachers, farmers, et al., were enrolled in the correspondence courses last year. From this it can be seen that the influence of the University has been felt, directly or indirectly, by practically every county and by a very large number of communities in the Commonwealth.

BUILDINGS AND GIFTS TO THE UNIVERSITY.

In its material aspects the University has gained something during the past year.

The General Education Board of New York City raised its allowance this year for our chair of Secondary Education from one thousand to fifteen hundred dollars and thus increased the efficiency of the department and placed the State under deeper obligations to this Board for its generous assistance.

The Chamber of Commerce of Pensacola gave ten scholarships, amounting to something over six hundred dollars, to pay the expenses of ten farmers or farmers' boys at the three months short course in Agriculture in the University.

A distinguished friend, whose name is withheld by request, donated \$150.00 in cash to the cause of physical education of our young men. This sum has been expended in claying the large field used for athletic purposes.

Another prominent citizen who resides in Escambia County, and whose name is withheld by request, gave a scholarship to the University. This scholarship is tenable for four years and pays \$200.00 per annum. The object of this generous bequest is to strengthen the relations of the High Schools of the State and the State University.

The Legislature of 1907 made it possible for the erection of Science Hall and the Experiment Station Building, which now adorn the campus. Science Hall is a brick and concrete structure of two stories and a finished basement, 135 feet long and 65 feet wide. It contains the class rooms for the departments of Botany and Horticulture, Chemistry, Physics, and Zoology and Bacteriology. The Experiment Station building is a brick and concrete structure of three stories and a finished basement, 120 feet long and 60 feet wide. It contains the offices and laboratories of the Agricultural Experiment Station.

These buildings are commodious and well constructed. In beauty of finish they seem to be above criticism. In architecture they correspond to other buildings originally constructed on the campus.

ORGANIZATION.

The University has changed its organization radically to conform with the recommendations of the Association of State Universities of America, of which the University of Florida is a member. This change does not involve alterations in the work of the Institution, but gives a consistent and systematic division to the various fields represented in the Institution. The organization is as follows: I. The Graduate School; II. The College of Arts and Sciences, (a) offering a curriculum leading to the A. B. degree, (b) a curriculum leading to the B. S. degree, and (c) a curriculum leading to the A. B. degree in Education; III. The College of Agriculture, with a course leading to the degree of B. S. in Agriculture; IV. The College of Engineering, with (a) a curriculum leading to the B. S. degree in Civil Engineering, (b) a curriculum leading to the B. S. degree in Electrical Engineering, and (c) a curriculum leading to the B. S. degrees in Mechanical Engineering; V. The College of Law, with a course leading to the degree of Bachelor of Laws; VI. A Sub-collegiate Division, offering preparatory courses to graduates of Junior High Schools and short courses in Agriculture and Mechanic Arts; VII. The Agricultural Experiment Station; VIII. The Division of University Extension, with (a) Farmers' Institutes, (b) Correspondence Courses in Agriculture, (c) Lecture Bureau.

I. THE GRADUATE SCHOOL.

The Graduate School is under the direction of the Committee on Graduate Studies, consisting of Doctors Anderson, Banks, Benton, Davis, Keppel, and Dean Vernon. At the present time only the Master's degree is offered in this department.

II. COLLEGE OF ARTS AND SCIENCES, J. N. ANDERSON, PH. D. DEAN.

While the other colleges of the University are growing rapidly, and are in much demand, it is still true that the work in Arts and Sciences must be the backbone of University Education. Its business is to supply the mental training and mental culture necessary as the foundation for even the best professional work or the proper discharge of an individual's duties to himself and society. Its courses include the Ancient and Modern Languages and Literatures, Mathematics and Astronomy; Political Economy, Political Science, Sociology, Philosophy, Education, Physical and Natural Sciences, certain Courses in Agriculture, Military Science and Physical Training.

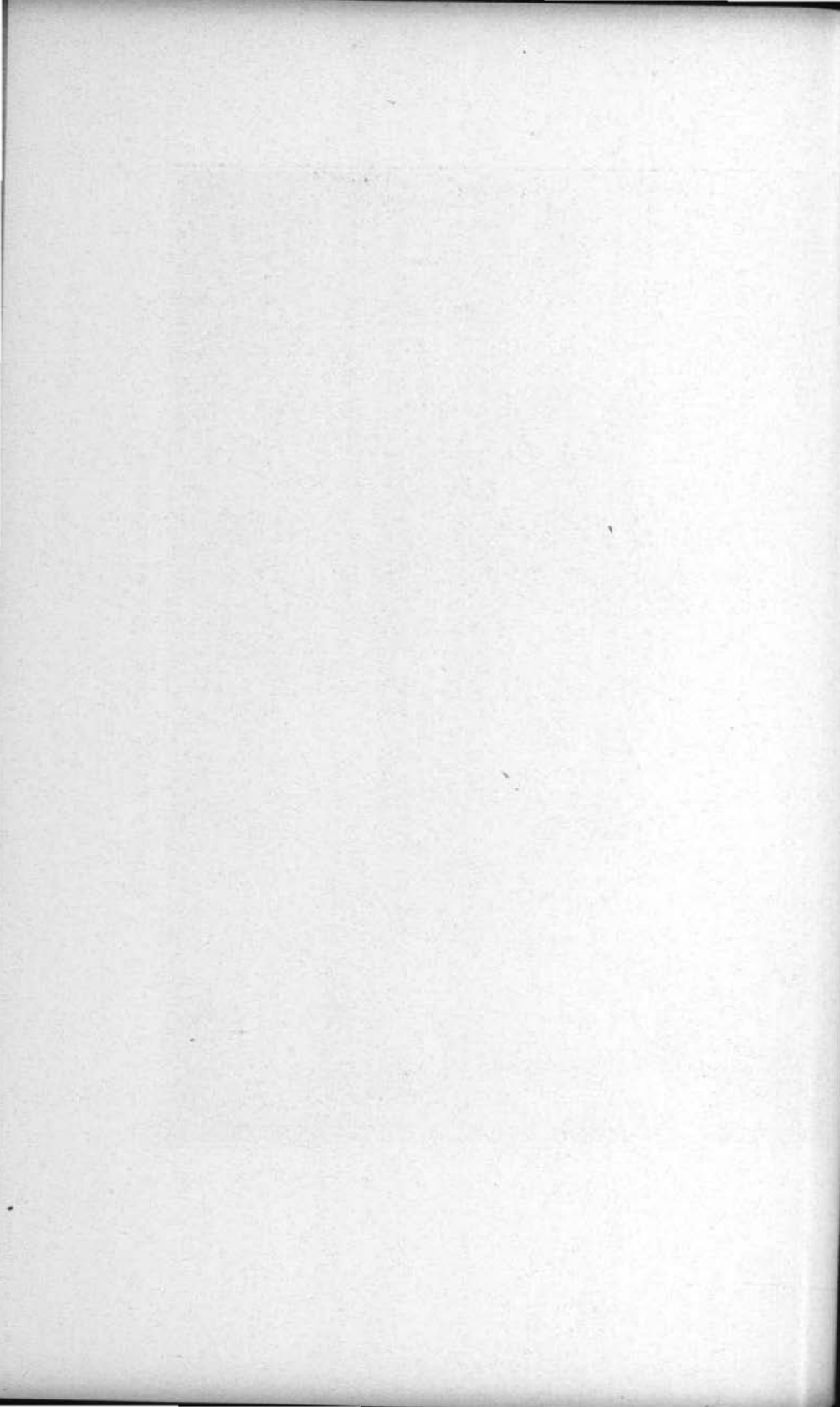
III. COLLEGE OF AGRICULTURE, J. J. VERNON, M. S. IN AGRICULTURE, DEAN.

It is a recognized fact that the occupations of mankind are largely rated and rewarded by the amount of brains and skill and trained ability put into them. The professions, trades and mechanical arts are filled by the output of colleges and universities and technical schools. What has been feeding the ranks of the farming classes? Too often it is that the young man who appears too stupid for anything else stays on the farm, following methods inherited from his grandfathers. Agriculture cannot occupy any other place than it does until greater ability and mastery of the scientific principles underlying it are put into the business.

It is well known that Agriculture is the greatest single industry in this country. It is the foundation of all prosperity, and yet, great as is this industry, important and necessary to humanity as are its products, Agriculture as a business is not prosperous when measured by the finan-



SCIENCE HALL, UNIVERSITY OF FLORIDA.



cial rewards and social recognition enjoyed by the great industrial pursuits. And the reason is that there is not enough trained intelligence put into the business.

It was doubtless from such considerations as the above that Congress assumed the task of creating and endowing Agricultural Colleges in the various States of the Union. And if the statements made in the introduction above are true, the State is under every obligation to contribute as liberally to the support and maintenance of the College of Agriculture as the Federal Government.

With the necessary and proper equipment of this department of the University would come a still larger and ever-increasing number of young men for the study of scientific farming in all of its various branches. There is now urgent need, not only of farm buildings, but an Agricultural Building, which should provide necessary classrooms, laboratories, stock-judging pavilion, etc.

The Experiment Station Building is devoted entirely to Agricultural research in its different phases and provides room only for the necessary laboratories and offices for the eighteen workers there engaged. This building is not therefore available for purposes of instruction.

The Agricultural farm, necessarily separate and distinct from the Experiment Station farm, is an agronomy laboratory and it is here that the students are given instruction in soil management and the growth of farm crops, classroom instruction being supplemented by observation and work in the fields. This farm consists of forty acres, about twenty-eight for trucking and general field crops, two acres for stock lot, two acres for orchard, five acres for pasture, and three acres for buildings and grounds where the hay and machinery barn now stands.

The laboratory equipment and live stock is only well begun. Stock is necessary to illustrate the form, type and breed of farm animals. While the individuals of the herd are of a high grade, there is a great need of a larger and greater variety for purposes of instruction.

Notwithstanding the poverty of the equipment of the College of Agriculture, there has been within the past three years an increase in the attendance upon the courses offered of more than two hundred per cent.

Besides the regular four year course, leading to the degree of Bachelor of Science in Agriculture, this college offers three different short courses for which there is no entrance requirement or age limit. It is deemed unwise to withhold from a deserving class of wealth producers the advantages and equipment for instruction in agriculture provided by the State and Federal Governments.

The two year short course provides training in practical and scientific agriculture for those who have a good knowledge of the common school branches. The one year course in Agriculture is open to farmers and prospective farmers who desire a course somewhat less technical than the two years' course. The twelve weeks' short course is offered to meet the needs of those who cannot pursue the one, two or four year course. This course consists of text-book, lectures, laboratory work and field observation and demonstration. It was started last year for the first time. Ten farmers availed themselves of this twelve-week short course. It is expected that a much larger number will be in attendance this year.

IV. COLLEGE OF ENGINEERING, J. R. BENTON, PH.D., DEAN.

Like the Agricultural College of the University, the College of Engineering was provided for by Congress in the various acts creating and endowing Agricultural and Mechanical Colleges of the country. In pursuance of these Federal Acts, this Department of Engineering offers practical courses of instruction in Civil, Electrical and Mechanical Engineering. Its work in part coincides with that of the other colleges in the University. The same class rooms and laboratories are utilized as far as possible,

but in some respects at serious inconvenience to the students and professors.

It is earnestly hoped, therefore, that the engineering building provided for by the Legislature of 1907 may speedily be erected, to provide quarters for the various branches of engineering, including drafting rooms, class rooms, testing laboratory, hydraulic laboratory, steam engine laboratory, dynamo laboratory, wood and machine shops and other necessary rooms and equipment under proper conduct of engineering work.

The present shop for engineering work was constructed as a temporary expedient. Its size is too limited for effective shop work. The equipment is fair for wood working and machine shop work, but some of the machinery is old and much worn. At present the University has no foundry and very inadequate provision for forge work.

V. THE COLLEGE OF LAW, A. J. FARRAH, A. M., LL. B., DEAN.

At a joint meeting of the Board of Education and the Board of Control, held in the city of Tallahassee early in June, 1909, a resolution was passed authorizing the Board of Control to establish a College of Law in the University of Florida. Pursuant to that resolution, the Board of Control met in the city of Jacksonville the last of June, 1909, and provided for the opening of the College of Law in September of that year.

It is believed that the advantages to the State from the maintenance of a law school will be many and evident. If the State's support of her school system be actuated by a desire for good citizenship, it would seem that she could hardly afford to neglect the study of law, which tends alike to good citizenship and intelligent public service. If the State's obligations to her citizens be "the impartial administration of equal and just laws," it would seem that she could hardly afford not to furnish

adequate opportunity for the training of the future bench and bar of the State.

On the other hand, it is not advisable for those expecting to practice law in Florida to acquire a general knowledge of the common law without putting into each one of its principles at the time of acquisition the particular modification it may have received in Florida. Neither is it advantageous for the future practitioner in Florida to acquire his legal training outside of the State, where he will leave most of his college acquaintances at its completion. Rather would it be of inestimable benefit for him to form college friendships with those who will practice law in all parts of his own State, thus building up for himself one of the most valuable of professional assets.

It was in recognition of these advantages that the College of Law of the University of Florida was established last year. It was the purpose of the Board of Control to establish a law school, which, by the quality of its work and the character of its equipment, would merit and command the confidence and support of the bench and bar of the State, and would draw within its walls the young men who will constitute the future bar of the State of Florida.

The young men in the College of Law are grounded in the principles of general and local law, the use of law books and brief-making, and are also instructed in the ethics of the profession. Their education is both utilitarian and cultural; utilitarian in that it trains them to determine the legal significance of their various transactions and undertakings; cultural in that it brings them into direct contact with the decisions of great jurists like Storey, Marshall and Fuller. In addition, their technical training fits them peculiarly to aid in the solution of governmental and economic problems. That the hopes of those responsible for the inauguration of the College of Law were well founded, and that gratifying progress

has been made, are shown by the fact that the College of Law, during its first year, registered a greater number of students than any other law school during a like period. The coming year it gives evidence of still greater efficiency and usefulness. Already there has been an increase of 10 per cent. over the entire registration of last year. Its library is steadily growing. The faculty has been increased to three men, who devote their whole time to its work. A large number of distinguished lawyers have been secured to lecture on special subjects during the year.

VI. THE SUB-FRESHMAN CLASS.

On account of the fact that in many of the counties of the State there are no Senior High Schools, the Board of Control, during past years, authorized the maintenance of one class below the freshman, to accommodate the large number of graduates of the Junior High Schools. While the work of the sub-freshman class is thorough, it is gratifying to note that the attendance upon this lowest class of the University has not increased in proportion to the enrollment of other departments of the University. This is an encouraging situation. The Board of Control and the faculty of the University desire to eliminate as soon as possible the sub-freshman work, and as soon as the Junior High Schools in the different counties develop into four-year high schools the sub-freshman class will be discontinued.

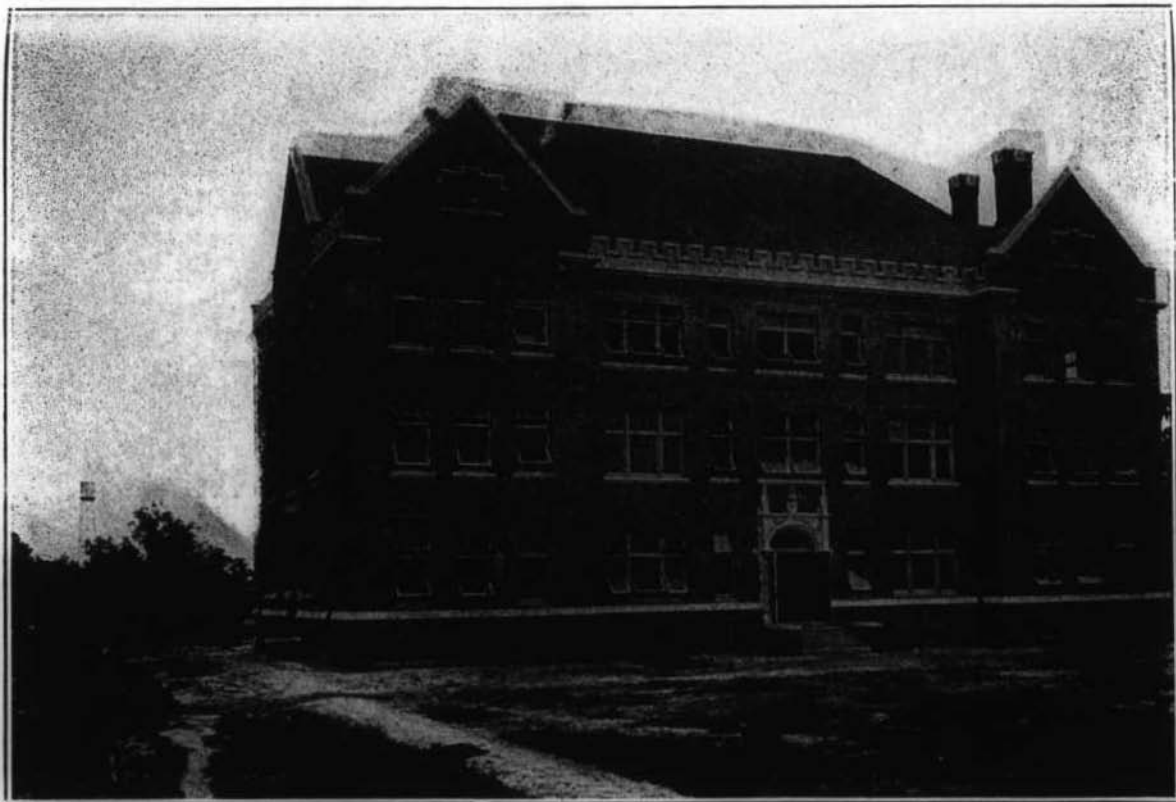
The University has no desire to compete or interfere in any way whatever with the work of the high schools of the State. All preparatory work ought to be done by these schools; and the University and the State College for Women should take up the work where the lower schools leave off, and from that point carry it forward. With this in view, both institutions have announced in their current catalogue that a full four-year high school

course will be required for admission to the freshman class in 1913.

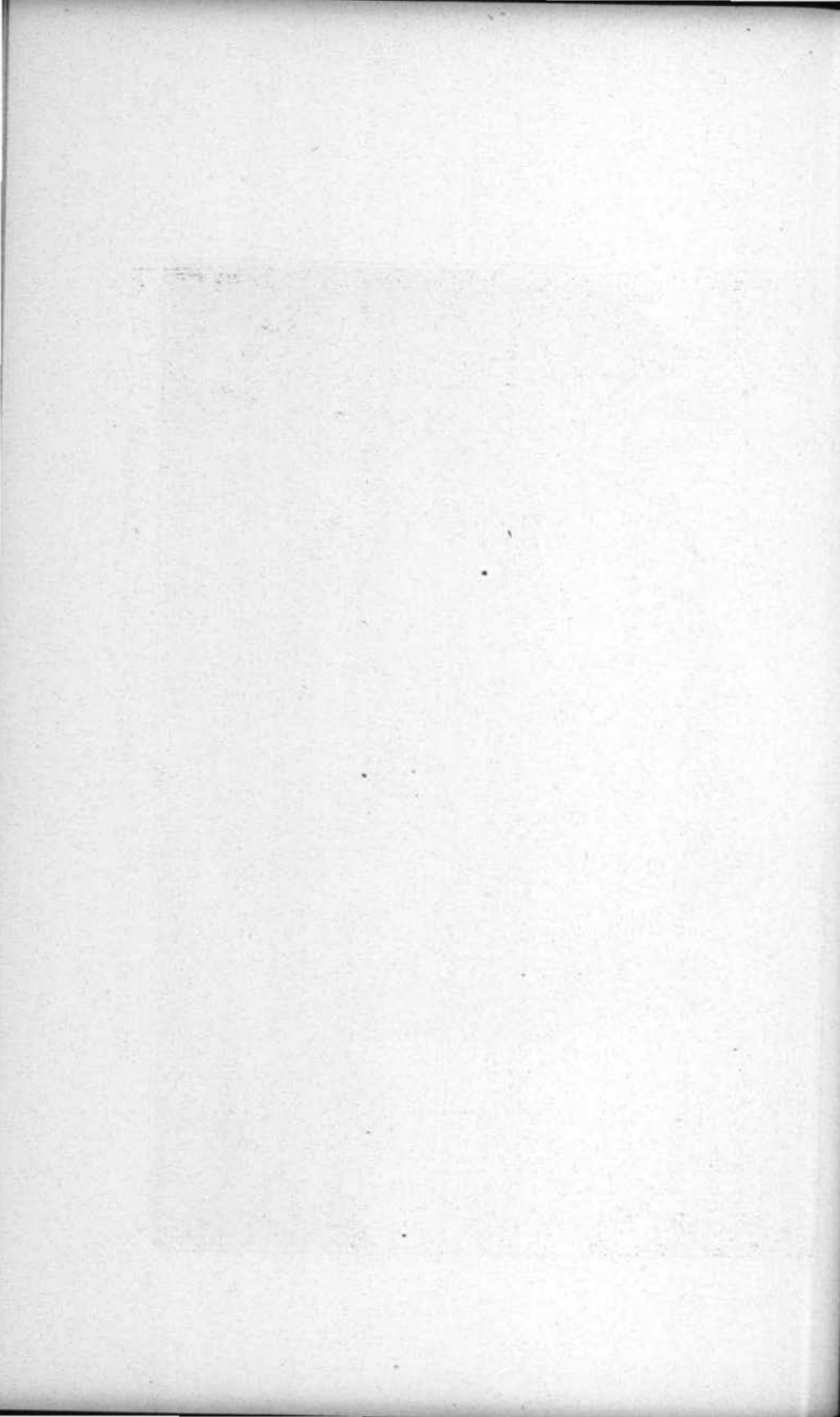
VII. EXPERIMENT STATION, P. H. ROLFS, M. S., DIRECTOR.

The Federal act provides for an Experiment Station in each State or Territory, which, except in cases specified in the Act, is to be a department of the college established under Act of Congress of July 2nd, 1862. The objects of the Station, as defined in the Act, are such as to necessitate the services of scientific and expert workers. It is obviously the intention of the Stations established in the different States in connection with the universities and colleges to carry on important investigations, which shall be of general benefit to agriculture in the several States and Territories. The funds appropriated for Experiment Station purposes cannot be used legally, either directly or indirectly, for paying the salaries or wages of teachers, professors or other persons whose duties are confined to teaching, administration or other work in connection with the courses of instruction given in the colleges with which the Stations are connected, or in any other educational institution; nor should any other expenses connected with the work or of facilities for instruction in school or college courses be paid from said fund. The United States Department rules that in case the same persons are employed in both the Experiment Station and the other departments of the college with which the Station is connected, a fair and equitable division of salaries should be made, and in case of any other expenditures for the joint benefit of the Experiment Station and the other departments of the college, the aforesaid fund should be charged with only a fair share of such expenditures.

Thus it can be seen that the Experiment Station funds appropriated by the Federal Government cannot be used



EXPERIMENT STATION BUILDING, UNIVERSITY OF FLORIDA.



for instructional purposes, and are not and should not be charged against the University as part of the current expenses for teaching young men in the University.

From these quotations from the Department rulings, it is obvious that the work of the Experiment Station must be directed toward increasing knowledge of a practical and useful nature with reference to agriculture, and that the money used for such purposes is not available for teaching, erecting buildings or purchasing land.

The staff of the Station consists of eighteen able experts in their particular line, and it is a demonstrable fact that the work already accomplished by them has saved to the State millions of dollars. Up to the present time 102 regular bulletins have been issued, and 155 press bulletins, one-half of the latter having been issued within the last three years.

VIII. EXTENSION DIVISION.

The conception that higher education might be possessed by any man or woman was not recognized prior to the last century. The idea used to prevail that education was something too precious for the common run of men and women, that it was for the select few; for those who were specially fitted by wealth or social position or unusual ability to receive it. Within the last fifty years men began to understand that knowledge increases through spending, and that education is the birthright of all, not of a few. Men began to recognize the fact that it was the duty of every one to promote the extension of knowledge for the good of society and of the State. Out of this issued the system of University Extension, in which the fundamental thought was to carry the benefits of the University to men and women beyond its campus.

Recognizing its obligations to the people, and the possibilities of extension work, the University of Florida began some years ago the direction of its energies to utilizing

its resources for the benefit of that large proportion of citizens who had not had in youth the advantages of the University. This year the Extension activities of the University were reorganized, with Director P. H. Rolfs as Superintendent, and the work was arranged in three sections.

First. The Farmers' Institutes. The most recent and improved method of crop production and animal husbandry. It is in fact a movable school for teaching those things which the farmer most needs to know.

During the year ending July 1, 1910, twenty-two sessions of the institutes were held, with a total attendance, by actual count, of little less than ten thousand persons. The demand for these institutes is becoming more widespread; and, even now, there is a greater demand for them than the present force of workers can supply.

It is hardly necessary to add that the Legislature provides the funds for carrying on these institutes and that they are entirely free to every community.

In this connection it may be stated that the University inaugurated for the first time last year a Seminar for the citrus growers. Twenty-eight persons reported at the University for the study of the citrus industry from the scientific standpoint. These growers were veterans in their work. Hence the following resolutions volunteered by them, on their own behalf, are significant:—

“Mr. Chairman, Ladies and Gentlemen:—

Whereas, The attendants of the Citrus Growers' Seminar have been so cordially welcomed, so highly entertained and have derived such benefit through the efforts of the faculties of the State Experiment Station and the State University,

Resolved, That we most heartily thank these gentlemen, each and every one, for the courtesies extended and their unceasing efforts in our behalf.

Resolved, further, That we wish to publicly acknowledge the great work being carried on in these institutions. As particularly affecting the citrus industry, we would em-

phasize our appreciation of the efficient work of Prof. P. H. Rolfs and his corps of able assistants toward establishing exact information in regard to history and control of the insects and diseases troubling our groves. We find this matter receiving most careful attention by trained specialists, and admire the broad scope of the work they are doing and the results obtained.

As a body of practical citrus growers with years of experience, we wish to express our opinion that the information given us at this Seminar has been of incalculable value to us in a strictly practical way, and has been presented in a manner most pleasing and easy to understand.

Resolved, further, That we sincerely hope this Seminar is but a beginning of yearly gatherings of the same kind.

Also that we will endeavor to impress upon our fellow growers the importance of the knowledge gained, that the future attendance may be large and the benefit widespread."

(Signed) H. B. STEVENS,
E. S. WILLIAMS,
MRS. N. M. G. PRANGE,
Committee on Resolutions.

Gainesville, Fla., April 22, 1910.

Second. Lecture Bureau. The work of this department is primarily educational. It does not pretend to compete with lyceum or entertainment bureaus. Its work is of a higher order. It seeks to stimulate and encourage professional and business men, and not merely to amuse them. It is intended to appeal to all classes of society, and is adapted to almost every class or organization of citizens. In the selection of subjects it is so arranged that nearly every department of the University is represented, and the lecturers include men of broad scholarship who can speak with authority in their special fields.

Third. The Correspondence Study in Agriculture. This department of Extension work was organized by

Dean Vernon of the College of Agriculture, and is conducted at present by him. The record already made demonstrates its value both to the University and to the public. The work as at present organized gives one or more courses in the following lines: Elementary Agriculture, Soils, Tillage, Drainage and Irrigation, Manures and Fertilizer, Field Crops, Types and Breeds of Live Stock, Dairy Husbandry, Animal Breeds, Feeds and Feeding, Citrus Fruit and Citrus Culture, and Trucking.

The total registration for the correspondence courses in agriculture last year was 576, among whom there were upward of 200 Florida teachers.

GENERAL RECOMMENDATIONS.

The University has grown so rapidly in recent years that the original dormitories are all required for the accommodation of students. Hitherto, Thomas Hall, designated for a dormitory, has been used for class rooms, laboratories, etc. To accommodate the increased attendance the Board of Control this year partially completed three sections of that building for dormitories, and still there was not enough room to accommodate all students that applied for admission. Science Hall and the Experiment Station buildings relieved the congested conditions in Thomas Hall, but the departments of English, History and Economics, Mathematics, Law, Law Library, the general library of the University, the College of Agriculture, the Chapel, Dining-room and Kitchen—all these are still conducted in this uncompleted dormitory, which as already stated is badly needed for the use of students.

There should also be constructed a dining-room with kitchen, pantries and quarters for the matron.

Millage Tax.—It is hoped that the present Legislature will provide for the passage of a constitutional amendment levying a one-mill tax for the support of high

schools and the higher institutions of learning. This would do away with the system of biennial appropriations for University support. This is extremely desirable for many reasons. The elements of uncertainty that attend the granting or withholding of the appropriations asked for can but affect, unfavorably, the administration of affairs at the University. It may be feast one year and famine the next. The most business-like administration of the institutions under supervision of the Board of Control follow the giving these institutions a revenue more definite in amount, so that the Board may cut the garment according to the cloth. The income provided by the Constitution will obviate the necessity for lobbying for special appropriations. It is certainly desirable that the Board of Control or other authorities should be free from the necessarily important duty of asking every Legislature for the special support imperatively needed for our educational institutions. The University is increasing rapidly in student attendance, and we need more than double the amount now received to carry on our work properly.

THE RELATIONS OF THE TWO HIGHER INSTITUTIONS TO OUR EDUCATIONAL SYSTEM.

"It will hardly be questioned that the whole public educational system of the State should be so organized that each school fits as closely into its place with all others as the individual part fits into an effective piece of mechanism."

The State of Michigan was the first State of the Union to establish a completely unified system of instruction, reaching by natural gradation from the lowest schools to the University. The University of Michigan was founded in 1817, and its charter implied one of the broadest and most radical educational programs ever conceived. It discarded all those elements that stood in the way of

making common and higher schools a unit. It did not accept the idea that the church alone owned or controlled higher education, while the State controlled the lower. It adopted the idea that higher education, as much as that of the common schools, was an affair of the State, and the University became the crown of its public school system.

The plan adopted by the State of Michigan was followed by one after another of the newer States until there now exist State Universities from Virginia to California. Many of these are of splendid conceptions and proportions, and not a few are as deserving of mention as that of Michigan. In a few cases they have surpassed their illustrious example. "It is a reflection upon any people that private munificence should surpass public spirit, or that a millionaire be allowed to outdo a Commonwealth."

The Michigan system is Thomas Jefferson's educational plan completed. The work of this great Southern statesman extended over thirty years to establish the University of Virginia and a properly co-ordinated system of secondary education.

Several of the Eastern States still have colleges and universities scattered about without relation to each other, and each strives to build its own influence and support at the expense of its neighbor. The problem pressing upon these older States is, "Shall the State, which has built the common school system, continue the organic system to the top? How shall there be brought about a systematic coherence and unity of schools, such as exist in the newer States."

In 1905 our own Legislature took radical steps to bring into harmony all schools of the State, from the lowest to the highest, and the general outline, as provided for in the Statutes of 1905, is an ideal system of instruction, for the realization of which our citizens and their representatives in the Legislature should work, as their means and circumstances may permit.

The State College for Women and the University of Florida occupy the same position in our educational regime, the college offering special advantages to Florida young women, while the University provides advantages particularly adapted to our young men. It is hoped that these institutions shall ever enjoy public confidence, appreciation and support. They have achieved solid progress in the face of great obstacles, and with the liberal material support which the State is now able to give these institutions will go on from strength to strength, and to greater efficiency. Developing into great centers of light, they will be the pride of the people of this splendid Commonwealth.

Respectfully submitted,

A. A. MURPHREE, President.

FLORIDA STATE COLLEGE FOR WOMEN.

Tallahassee, Fla., October 12, 1910.

Hon. Wm. M. Holloway, State Superintendent Public Instruction, Tallahassee, Fla.

Sir:—I have the honor to submit herewith a report of the past two years of the Florida State College for Women. By act of the Legislature of 1909 the name of the institution was changed from "The Florida Female College" to the much more appropriate name "Florida State College for Women."

This report covers two years. The writer of it, however, has been connected with the College only since July 1st, 1909, when he succeeded to the presidency here, Dr. A. A. Murphree. Dr. Murphree at that time, after a number of years of faithful and devoted service here at the Florida State College for Women, was called to the Presidency of the University of Florida.

Though many improvements have been made and though there are numerous evidences of growth, the general policy of the institution has not been changed. The same high standards of work are being maintained and the same high ideals of womanhood are being fostered that were in the institution from the very beginning. "Vires, Artes, Mores", and "Femina Perfecta", the mottoes on the new College seal, are expressive of the ideals of the institution. Physical vitality, mental development, and moral and spiritual culture are indeed fundamental in fully developed womanhood.

DEPARTMENTS.

COLLEGE OF ARTS AND SCIENCES.

The standard of this department, both as to admission and as to curriculum, is the same as that of the University of Florida. Three years of high school work, or its equivalent (12 units), are required for admission to the fresh-

man class. However, with the year 1913-14, four years of high school work will be required for admission.

The purpose of the College is to give such training, physical, mental and moral as will enable the student to have a deeper insight into, and a higher appreciation of the problems, both individual and social, that may present themselves for solution later in life. Though the purpose is not to prepare young women for any profession, yet the fact is that a large per cent of the graduates enter the schools of Florida as teachers and thus render a service to the State so precious that the outlay by the State in maintaining the institution shrinks to insignificance in comparison. Moreover, those who do not teach become centers of influence and power in their respective communities, centers that make for better homes, better schools, better churches and better citizenship.

THE NORMAL SCHOOL.

The exclusive use of this institution is the preparation of young women for the profession of teaching. No efforts are being spared to make this Normal School the very best. It is believed that no better investment can be made than one that will bring immediate returns in soul growth and spiritual culture to the boys and girls of the Commonwealth. With this in view, the resources of all the departments of the Florida State College for Women are thrown open to the students of the Normal Department. Not only have the normal students access to the resources of these departments, but they are daily in contact with the broader vision that goes with a College of Arts and Sciences, and with the tone of refinement that is found in schools of fine arts. These are distinct advantages that come to students in a Normal School that is affiliated with schools of higher learning and schools of art.

On page 170 of your Bi-ennial Report of June 30, 1908, you will find the following:

"Notwithstanding the four years' careful professional training, and model school practice under the direction of critic teachers, which our Normal school graduates have had, these graduates receive no credit in the State examinations. They are required to march up to the examinations on the same plane with High school graduates, or other applicants without professional training. This plan is a *paradox*. It puts the State in the attitude of repudiating its own officers and the work of its own institution. The scholastic standard of the Normal school was fixed by the Legislature and the course of study was carefully worked out, laid down and established by the Board of Control, and received the endorsement of the State Board of Education. You, as State Superintendent of Public Instruction, are the official inspector of the institution. Under your supervision and the administration of the two Boards, certainly the State has no risk to run in granting teacher's certificates to our students upon their completion of the present course of study in the Normal school. I believe, that such a plan would not only remedy a gross inconsistency in our law, but would result in awakening a wholesome professional spirit among teachers and tend towards keeping them in the public school service."

I need not add anything to the plain, simple and unanswerable argument there set forth. If the plan there proposed be carried out, it will be a great step forward in the professional training of teachers; and will make the Normal School of far greater service to the State, and thus every dollar invested in the Normal School will bring far greater returns. Good economy would require that some such provision be made by the State.

Practice is very fundamental in the profession of teaching. To meet this need, the model school quarters have been almost doubled this year. The facilities in the Normal School here for preparing teachers for all the different departments of the public schools of Florida are the very best that the means will permit.

THE SCHOOLS OF ART, MUSIC AND EXPRESSION.

As stated in your former reports, this department is practically self-sustaining. Whenever students take private lessons in any of these departments, a tuition fee is charged which goes toward the maintenance of these departments. It is not deemed to be a proper function of the State to give private individuals instruction in any subject, therefore a tuition fee is charged when students ask for such instruction. No student, however, is required to take such instruction to secure a degree from this institution. Such instruction is entirely optional, but the very best facilities are offered to students taking such work.

Moreover, an elementary knowledge of music and drawing is a very important part of a teacher's training. Therefore free instruction in public school music and public school drawing is offered to all students of the Normal School. The best that these departments have is freely placed at the disposal of the young women who are preparing themselves to teach in the public schools of Florida.

In faculty and in equipment, these departments are second to none in this part of the country. The music department and the art department have adequate accommodation in the new building, but a new pipe organ is needed for the large auditorium. The Department of Expression has adequate studios in the Gymnasium building.

THE DEPARTMENT OF HOME ECONOMICS.

Until within quite recent years the home was very little affected by the advance of modern science. With the progress of bacteriology, physiology and chemistry, new light finally penetrated into the activities of the home. Sanitation, Dietetics, the prevention of disease, and the nourishing and protecting of the body have very largely become problems of science. Personal hygiene, and the hygiene of the home and of the community, have

had so much light shed upon them in recent years, and their imperative importance has become so great that it is almost a reproach to an educated person to be ignorant of them.

This department gives the most careful attention to the principles that underlie the management of a home in all its phases, from the viewpoint of health, from the viewpoint of economy, and from the viewpoint of taste. Cooking, and the chemistry of cooking, both theoretical and practical, are taught. Special attention is given to the analysis of foods, and to the nutritive values of foods, and the students are taught to plan, to evaluate, to purchase, to prepare, and to serve meals that contain the ingredients that will give the individual the greatest amount of value and energy on the most economic basis, considering the kind of work in which he is engaged.

Not only is the science of household management taught, but the art is given its proper attention. Students are taught the principles and practice of design, drafting of patterns, dressmaking, study of textiles, etc. The aim is not only to develop skill, but to develop artistic taste in the various phases of domestic art, and to teach young ladies the economical purchase of a wardrobe. Students are also taught to judge the values of fabrics and to study the social problem involved in the manufacture of cloth.

On account of its unusual importance, this department is given great prominence in both the college and the normal school. All normal students are required to take work in this department, and in the college a course of study, leading to the B. S. degree, is offered, giving chief attention to the theory and practice of home economics. With the development of this department at this institution, the conditions are improving rapidly toward giving the subject of right living the attention it deserves in our public schools.

I especially emphasize the work of this department be-

cause it is of such great practical importance, and because its great value is not yet generally appreciated, neither in the colleges nor in the public schools of our land. The department has been given ample room in the new building; it occupies about 5,000 square feet of floor space. The kitchen, the lecture room and the sewing room are thoroughly equipped with modern and substantial equipment. The laboratory for the analysis of foods, however, has no equipment at all on account of lack of funds. This work must be done at considerable inconvenience in the general chemistry laboratories. It is hoped that funds may be provided immediately to equip this laboratory completely.

This past year the director of this department visited several cities in Florida and gave lectures and demonstrations before various woman's clubs with great success. It is hoped that this plan can be enlarged rapidly, so that the knowledge that this department teaches can become more generally diffused amongst the homes of the State.

BUILDINGS.

THE ADMINISTRATION BUILDING.

This building was erected in the year 1909-10, and was opened for use September 28 of this year. It is a building of great architectural beauty, and one of which the State may justly be proud. Both the material and the workmanship are first-class throughout. It is of brick, three stories in height, is 236 feet long, has a depth of 168 feet through the rear wing, and of 85 feet at the ends. It contains 21 lecture rooms, 12 laboratories, 4 art studios, 6 music studios, and 21 practice rooms, 10 store rooms, several offices of administration, office for the dean, the book store, the office of the Talisman, rooms for the library, and an auditorium seating 1,000 people. The building is thoroughly modern in all its appointments for

lighting, heating, ventilating, and contains a large number of lavatories, cloak rooms, etc.

This building fills a much-needed want, and is in keeping with the service the Florida State College for Women is to render to the State and with the high ideals that it cherishes. It is a monument to the wise forethought of the citizens of Florida to give to their daughters the best educational facilities.

DORMITORIES.

Though the removal of the music department from East Hall to the Administration Building gave us a few more living rooms in East Hall, the dormitory accommodations are entirely inadequate. Last year every room, both in Bryan Hall and East Hall, was occupied and a few young ladies took rooms up town. Some of the rooms were overcrowded, so great was the demand for rooms. From the present outlook it will be necessary for us this year to rent houses up town to meet the demand for admission.

Moreover, the dining-room had become entirely too small to accommodate the students. An addition has been built to it, which will serve our immediate needs.

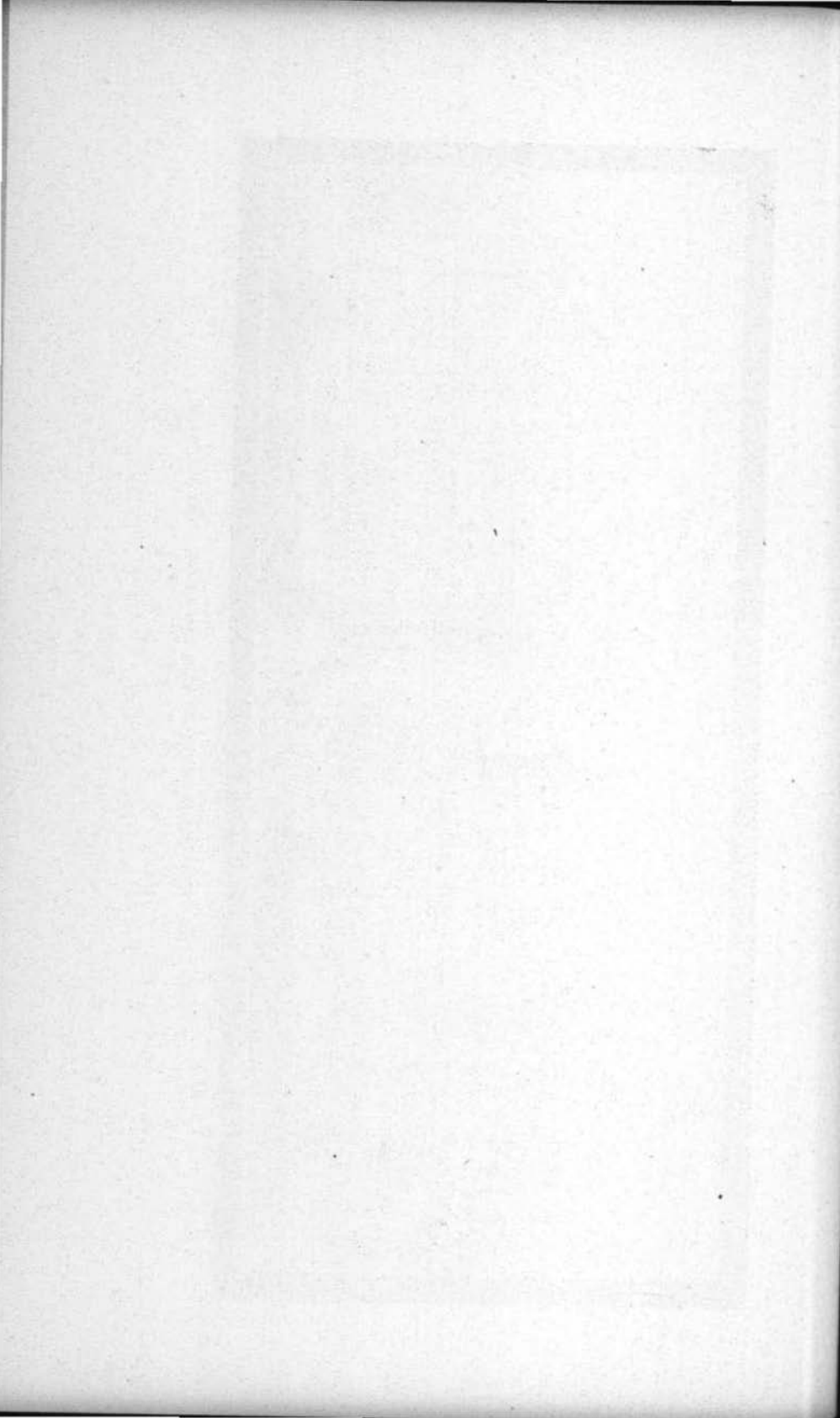
CAMPUS.

The campus was enlarged by the purchase of eight acres adjoining the campus on the west. This was a much-needed improvement, and I trust that provision may be made soon to extend the campus both to the north and to the south. It is not only necessary to have sufficient grounds for the buildings needed for living purposes and for class room instruction, but it is just as necessary to have ample grounds for laying out grass plots and walks, so that the students (without feeling pent-up between brick walls) can enjoy the fresh air, a recreation so essential to people leading a sedentary life.

Considerable improvements have been made on the



ADMINISTRATION BUILDING, STATE COLLEGE FOR WOMEN.



campus, and we are adding to them yearly. The beautifying of the campus has great educational value. A young lady who for three or four years lives in an environment of beauty and harmony will have her soul so touched that her life ever afterward will be purer and holier.

ENROLLMENT.

The enrollment of students for the past two years shows a steady increase. For the year 1908-09 the total enrollment was 257; for 1909-10 it was 273. The following is a tabulated statement of the enrollment as to States, counties and departments:

SUMMARY BY COUNTIES.

County—	Number of Students.	County—	Number of Students.
Alachua	15	Levy	4
Baker	2	Liberty	1
Bradford	2	Madison	4
Brevard	1	Marion	3
Calhoun	5	Nassau	2
Citrus	1	Orange	5
Clay	1	Osceola	1
Columbia	7	Palm Beach	1
Dade	1	Pasco	1
DeSoto	3	Polk	5
Duval	18	Putnam	2
Escambia	5	Santa Rosa	10
Franklin	3	St. Johns	1
Gadsden	22	St. Lucie	1
Hamilton	2	Sumter	2
Hillsborough	17	Suwannee	2
Jackson	11	Taylor	1
Jefferson	9	Volusia	4
Lake	5	Walton	5
Lee	1	Wakulla	1
Leon	72		
Total			259

Total from 41 Florida counties.....	259
Total from Alabama	4
Total from Arkansas	1
Total from Georgia	5
Total from Kentucky	1
Total from Tennessee	3
<hr/>	
Total enrollment	273

SUMMARY BY DEPARTMENTS.

✓ In College of Arts and Sciences.....	90
Normal School	146
Kindergarten Training Department	9
School of Music	99
School of Art	6
School of Expression	13
<hr/>	
Total	363
Counted more than once	90
<hr/>	
Total enrollment	273

LAUNDRY.

Heretofore it has been the custom to permit the students to send their laundry to colored wash-women in the city of Tallahassee. But, since the College authorities did not know into what houses this laundry went, and hence did not know whether it was exposed to uncleanness, and to disease germs, it was deemed best to have the washing done on the College grounds under the auspices of the College. Therefore, a new steam laundry was built and equipped last year for the sole purpose of doing all the laundry work of the students and the college. The laundry is now in operation in charge of an experienced laundryman, and is doing the laundry work for the students at cost.

INFIRMARY.

The Legislature of 1909 appropriated \$7,500.00 for an infirmary. This money, however, has not yet been available thus far. Therefore, two suites of rooms have been temporarily set aside in Bryan Hall for this purpose. The College employs a trained nurse to take charge of this infirmary; she lives in the infirmary and devotes her whole time to looking after the health of the students. The College also employs a College Physician who responds to every call of the nurse, and who is to give her his advice and counsel at all times when she may desire it.

The importance of the infirmary can hardly be overestimated. With this department, organized as it is now, the health of the young ladies in the Florida State College for Women is better provided for than it is in most homes in the State.

EQUIPMENT.

The library and the laboratories have received considerable new equipment in the new building. However, all the laboratories are in need of more apparatus now, and the library is in need of more books. It is essential to the continued success of the institution that the apparatus in all departments be kept at a level of thorough efficiency, and it is hoped that these needs will be met from time to time.

The Florida State College for Women has had two successful years. The faculty has worked faithfully and efficiently, and the worth of the institution is constantly becoming better known throughout the State. The graduates and former students, by their loyal support are spreading the knowledge of the high grade opportunities offered so that now practically every county in the State is represented here.

I herewith wish to express my high appreciation of the loyal support and splendid good will so freely given by all

who are connected with the management of the school, to the Board of Building Commissioners in declaring available the funds for the building, and to the Board of Control for their unselfish and devoted service to every interest of the institution.

Respectfully submitted,
EDWARD CONRADI,
President.

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND.

St. Augustine, Fla., October 1, 1910.

Hon. W. M. Holloway, State Superintendent Public Instruction, Tallahassee, Fla.

Sir:—I have the honor to submit herewith report of the Florida School for the Deaf and the Blind for the bi-ennial term, beginning July 1, 1908, and ending June 30, 1910.

ATTENDANCE.

The total enrollment covered by this date has been 110. During the term 1908-1909 ninety pupils were enrolled. The enrollment for the term 1909-1910 was 105.

	1908-09.	1909-10.
White — Deaf	43	46
Blind	26	31
Negroes—Deaf	13	20
Blind	8	8
	<hr/>	<hr/>
Totals	90	105

ATTENDANCE BY COUNTIES.

Alachua	11	Marion	6
Bradford	3	Monroe	1
Calhoun	2	Manatee	1
Clay	1	Orange	4
Columbia	2	Osceola	3
Dade	6	Pasco	1
DeSoto	4	Palm Beach.....	2
Duval	11	Polk	8
Escambia	2	Putnam	2
Hernando	1	Santa Rosa.....	1

Holmes	1	St. Lucie.....	2
Hillsboro	15	Suwannee	2
Jackson	2	Volusia	5
Levy	2	Walton	1
Leon	2	Washington	1

HEALTH.

During the past bi-ennial period the health of the household has been especially good. This is remarkably noteworthy because of the fact that many of our students besides being either deaf or blind are constitutionally weak. Regular habits, wholesome food, and proper alternation of work and play bring about this healthy condition. This is still further accentuated by the excellent location of the school.

No epidemics have visited the school during this time and no deaths have occurred. We have in our employ one of the best physicians of the city who gives careful thought and attention to the pupils at all times. He makes regular visits to the school and looks after the general health of the large household. In cases of severe illness his services are constantly required.

During the past year practically the whole school was tested for hookworm, and where evidence was manifest, the child was given proper treatment. A large number were so treated and in every instance gratifying results were produced—the aenemic appearance and general lack of vitality gave way to a ruddier complexion and a joyful and vigorous exuberance of life.

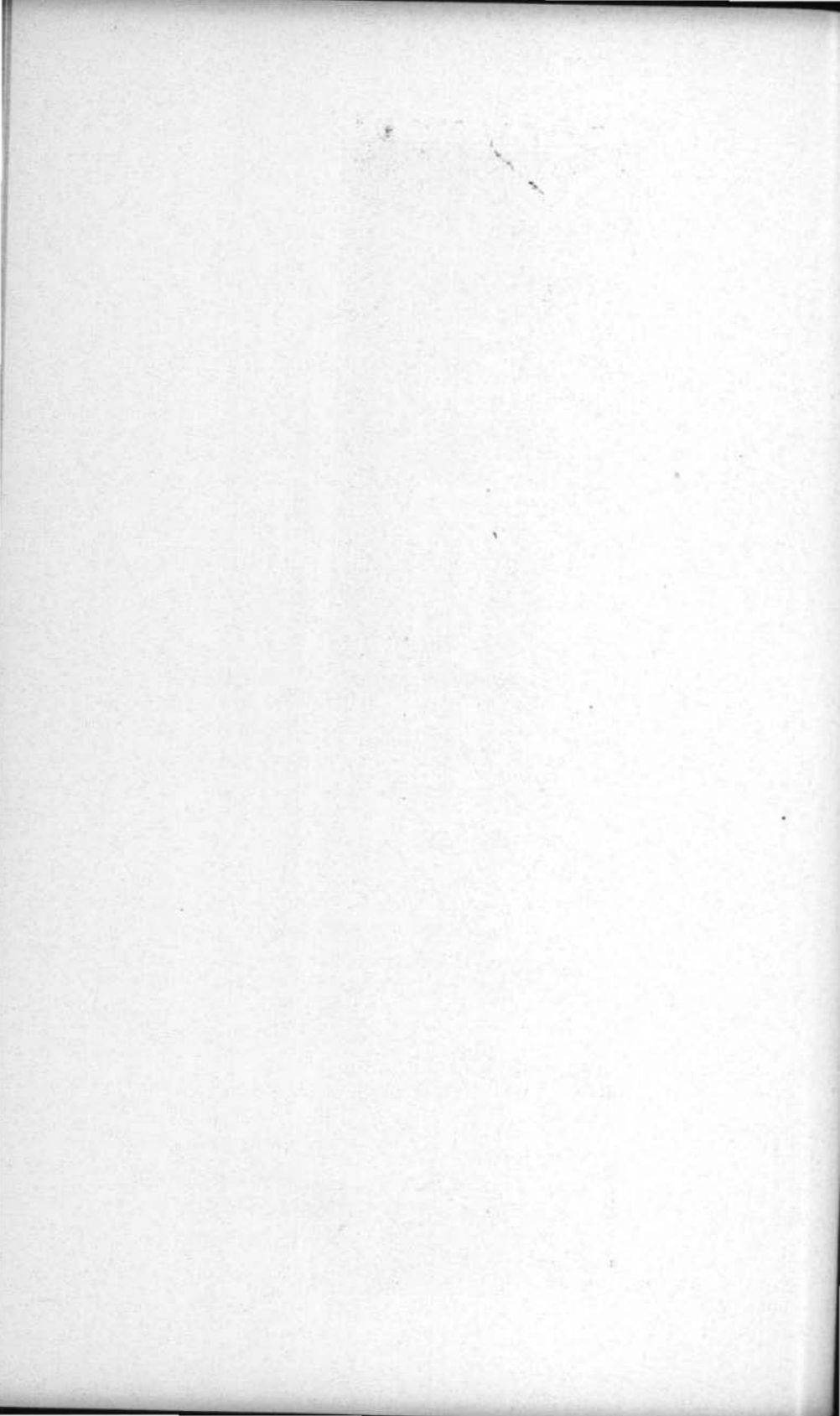
GENERAL INFORMATION.

Under this head I quote from my last report:
School opens October 1st and closes May 31st.

It is, in the first place, a school, designed strictly for purposes of education, and not an asylum for the unfortu-



FLORIDA SCHOOL FOR THE DEAF AND BLIND—FRONT VIEW.



nate or a hospital for the treatment of disease, as some have erroneously supposed. The purpose of the school is to offer, through appropriate methods of instruction, a thorough and well-rounded education to the deaf and blind youth of the State of Florida.

The statutes provide that it shall be open free to such deaf or blind children whose parents are unable to defray any of the expense, residents of the State, as are found to be of suitable age and mental capacity to receive instruction by the methods pursued therein. To children whose parents are able to pay, a charge of \$12.50 per month for the eight months of school is made. No child, however, will be admitted who is not of sound mind.

Much care has been given to the methods of instruction.

In the deaf department, experience has proven that no one or single method will meet the needs of all the deaf children, therefore the combined method, or eclectic system, is used in the school. This is the method in general use in similar schools throughout the country—a method which includes all systems which the test of time has approved. Especial attention is given to oral instruction and every pupil, upon entering school for the first time, is placed in an oral class. After a fair trial and he shows no adaptability or progress, he is transferred to a manual class.

In the department for the blind, modern methods of instruction have made it possible for the normal blind child to receive practically the same education as seeing children. The New York point system is used, and a course of study outlined in accordance with the textbooks obtainable in this system. All pupils in this department are given piano lessons where ability is evinced. Lessons in voice culture are also given.

In connection with the courses of study, which in themselves constitute a liberal education, the pupil is brought into contact with many helpful influences which tend to render him more active, independent and resourceful.

The hopeful spirit of self-activity and achievement not only penetrates the school, but unconsciously communicates itself to nearly all who enter, so that those who despondingly enter soon discover new possibilities are theirs if they work and apply themselves, and thus from a lowly state of despondency they are transformed into new creatures, full of zest and vigor. It is our constant effort to render the school a source of inspiration to noble achievement and to unfold the possibilities of usefulness in our deaf and blind pupils.

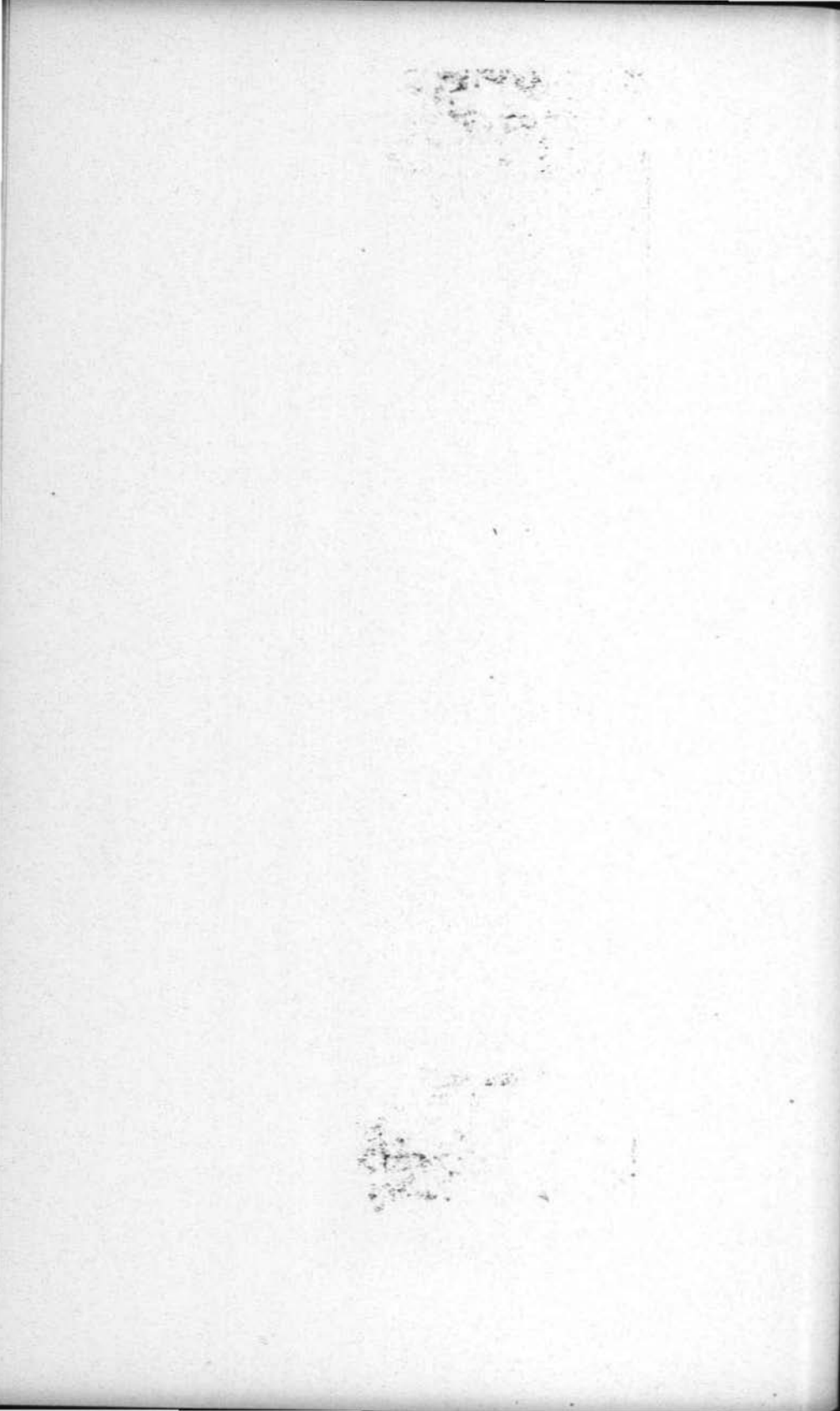
The prevailing notion that a child deprived of sight or sound should be trained and treated differently than a normal child is one of serious error and works an injustice upon the child. The importance of the early training and educating a deaf or blind child cannot be over-estimated. In this connection the late Dr. Samuel G. Howe, a pioneer in the education of the blind, says:

"Better a bruise or a bump than not to make their own way about. If an ordinary child falls over an object, you say: 'Jump up and try again.' You should cry that to the blind child, also. But, no; those dear children must learn no hard lesson through suffering. Every obstacle must be removed from their way, which must be carpeted with velvet; and they must be cautioned against danger instead of being encouraged to meet it. They are helped to do what they should learn to do alone, kept at home when they should be urged abroad, seated in the rocking-chair when they should be tumbling about the house and grounds, helped and waited upon when they should be taught to help and wait upon themselves, spared when they should be urged, enervated when they should be hardened, and often demoralized by the habit of receiving as gifts what they should earn by hard effort, or resolutely forego.

"For one blind child who is properly trained to consider the dangers, difficulties and obstacles arising from his condition, as things to be met and overcome by sharpened



FLORIDA SCHOOL FOR THE DEAF AND BLIND—SIDE VIEW.



senses, by hard study or hard effort, by muscular strength and activity, by courage and presence of mind, by self-confidence and resolution, for one trained up in this spirit, a score are enervated and emasculated for life by excess of sympathy and unwise help during childhood.

"It frequently happens that parents refuse to send a blind child to school until the best years for study are passed, simply from excess of affection and anxiety about its safety. The other children may wander abroad to gather courage and strength from facing dangers and overcoming difficulties; but this dear pet who has the sorest need of all to be trained to hardy self-reliance, who should become strong in limb, and supple in joint; who should be a good gymnast, and climb and jump, and lift weights, and swim, and row; who should saw and pile wood, and feed cattle, and be put to every possible kind of work about the house and farm, that he may become healthy in body and resolute in purpose, and better to travel this stony road of life—he must be wrapped in flannel and kept in the rocking-chair, to grow up pale and flabby, and awkward, and timid, because 'his mother loved him, not wisely but too well.'"

The instruction in the different subjects taught in the school has been given to the pupils in a studied form to attract them and thus unconsciously awaken their interest and appeal to their sympathies. We strive to foster in them a taste for attaining all that is worthy and noble. No effort is spared on the part of the teachers to lift the pupils out of themselves and to bring them into closer contact with the world around them, to help them in all ways practicable to gain knowledge of living things and not to chain them to the contents of text-books. Information acquired by their own exertions is urged. It is not an accumulation of dry facts or the process of gathering a lot of miscellaneous desultory information that we task our pupils with, but rather do we seek to strengthen their power of volition and develop their capacity for observing

carefully and perceiving readily, for investigating diligently and choosing intelligently, for thinking rightly and judging correctly, for imagining sanely, and acting efficiently. Thus do we strive to open the world to our pupils.

SOCIAL LIFE.

The pupils are given parties at stated times during the year. In addition to these parties, formal and informal functions are held. These are given by the different teachers and officers. All of these affairs have a certain social value as well as an academic one for our children.

DISCIPLINE OF THE SCHOOL.

It is inevitable that in a school where over a hundred children are in constant attendance there should be some cases of discipline. In order that no abuses may arise all serious cases are reported to the President and he administers the punishment. All punishment in the school is corrective and not retributory. It usually consists of depriving the child of some privilege, although some cases of corporal punishment become necessary. Generally speaking, we have a well behaved and mannerly set of children and there is a high moral sense prevalent which makes the pupils largely self-governing.

THE DOMESTIC DEPARTMENT.

Here is our hardest work and greatest anxiety. Much more is required than merely to provide for the physical wants of the pupils. They are taken from their homes and put under our care at an early age. Most of their youth is spent with us. From us they must learn the proprieties of life. We must sustain to them the relation of parent to child. As every parent well knows, this calls for loving

patience, gentle firmness, constant vigilance and tireless energy.

The culinary department receives the most careful attention, and to the proper preparing and serving of the meals much care is given. The food served is of a good, substantial and wholesome kind—this with palatable cooking makes the three daily meals compare favorably with those served in high-priced schools and colleges.

The housing, feeding and clothing of a large household of deaf and blind children like ours is at all times a serious proposition, to say nothing of the educational departments, and it requires the undivided time and attention of those upon whom these duties devolve.

INDUSTRIAL DEPARTMENT.

An especial work of the school is to take the deaf and blind child from the ranks of dependents and give them, just as far as possible, a foremost place among the wage-earning and self-supporting; and to this end we strive to give every deaf and blind boy and girl a knowledge of some useful trade. This department is in a very incipient stage on account of lack of proper buildings and facilities for carrying on this work. The importance of this department will be properly placed before the Legislature and an appropriation for an industrial building asked for. We continue to teach printing to the deaf boys and issue monthly *The School Herald*, our school paper, but our press and other facilities are antiquated and are not sufficient to properly instruct our boys so that upon leaving school they can command a competent livelihood. In our cabinet shop a number of deaf boys are also instructed, under the supervision of an expert cabinet-maker. This department, like the printing office, is suffering for want of adequate machinery and tools. However, with the tools at command the boys are making favorable progress and are becoming adepts in the handling of the various tools.

The blind boys are taught broom-making, chair-caning and mattress-making. The smaller blind boys and girls are in manual training classes doing raffia, reed and bead work under an experienced instructor. The larger deaf and blind girls are taught plain and fancy sewing and crocheting and light domestic work.

Barbering and shoe-making have been introduced into the colored department for the deaf boys and broom-making and chair-caning for the blind boys. The girls in this department are taught sewing and domestic work.

MANNERS AND MORALS.

The personal decorum of the children is made a subject of careful attention. The thought is that nothing will have a greater bearing upon their future lives than the way they conduct themselves toward all around them, and that no more important is the influence of their intellectual and industrial training than the cultivation of that courteous consideration for the rights of others that will insure for them a similar regard for those with whom they are destined to come in contact. Daily instruction is given upon the general principles of morality and religion. Religion is the foundation of all human life. On the foundation of religion rests all work, all activity, and it is, therefore, evident that education—that is, the preparation of man for life and activity—must be founded on religion. Truth, kindness, honesty, decorum, justice, purity and the rest of those moralities that are the bases of all religion are carefully instilled. Absolutely nothing sectarian or denominational is taught at any time.

IMPROVEMENTS.

The schools throughout the State are taking on new life, and in almost every county the spirit of improvement of our educational facilities is manifest. The schools and colleges are rapidly multiplying their facilities in order to meet the exigencies of modern times.

This school, with its many peculiar problems to solve, must keep abreast of modern thought and demands.

The appropriation for buildings made by the Legislature in 1907 became available in the spring of 1909, and immediately a contract for a suitable building was let by the State Board of Control.

The building was completed in February, 1910, and the school immediately occupied it. The building was planned and constructed so as to be architecturally perfect for the use for which it is designed. It is only two stories high—a precaution against any fatalities in case of fire, although the building is practically fire-proof. The rooms are large and airy, well lighted and properly ventilated. It is of brick, with a white veneer of stucco on the exterior. The trimmings are of terra cotta and the roof is of red tile.

The following financial exhibit shows the receipts and disbursements of the appropriations for improvements:

Receipts—

Appropriation, Act of 1907.....\$80,000.00

Appropriation, Act of 1909..... 16,400.00

Amount transferred from Expense

Appropriation, Act of 1907..... 133.25

Expenditures—

Expended from Appropriation, Act
of 1907, up to June 30, 1909.... \$29,787.09

Expended from Appropriation, Act
of 1907, from July 1, 1909, to June
30, 1910 47,400.81

Expended from Appropriation, Act
of 1909, up to June 30, 1910.... 6,845.35

Balance, Appropriation,
Act of 1907.....\$2,945.35

Balance, Appropriation,
Act of 1909..... 9,554.65 12,500.00

\$96,533.25 \$96,533.25

PER CAPITA.

The cost per capita of the scholastic term of 1909-1910 was \$174.00. This includes every expenditure.

A comparative exhibit of the per capita cost of the Southern schools for the deaf is given below. These figures are from the American Annals of the Deaf, published at Washington, D. C., by a committee of heads of the schools for the deaf. The table is therefore reliable and accurate. The figures are taken from pages 28, 29, 30 and 31 of the above publication for the years 1907 and 1908.

Name of School.	Number of Pupils.	Total Cost.	Per Capita.
Alabama School.....	162	\$ 37,260	\$230
Arkansas School.....	320	70,387	219
Missouri School.....	401	90,500	225
Oklahoma School.....	120	27,000	225
Texas School.....	499	114,158	228
West Virginia.....	158	45,000	284
Mississippi School.....	162	35,179	217
Georgia School.....	219	37,949	173
Kentucky School.....	419	72,149	172
North Carolina School.	399	71,000	177
Louisiana School.....	146	25,000	171
Tennessee School.....	310	55,800	180
Virginia School.....	164	33,500	204
FLORIDA SCHOOL...	105	17,633	174

The dual schools in the above list, that is, the schools where the deaf and the blind are under one management, are:

School.	Per Capita.
Alabama School.....	\$230
West Virginia School.....	284
Virginia School.....	204
FLORIDA SCHOOL.....	174

The average per capita cost of all schools of the deaf and the blind throughout the country exceeds \$260.00.

NEGRO SCHOOL.

This department was formerly located in the rear of the old buildings occupied by the white department, but since moving into our new building, the building vacated has been turned over to the negro department. The children in this department are now very comfortably housed, and this change marks a new epoch in the history of this department. We are trying to make the training of these children as practical as possible. Industrial training has been introduced.

This school is subject to the same rules, regulations and hours as the white school. Competent people are employed to look after the thorough training of these children.

ORDER OF THE DAY.

To facilitate the work of the school and promote the health of the children and secure the necessary discipline, regular hours are imperative. In the preparation of the following schedule our aim was to allot proportionate hours to study, work and recreation as would be for the best interest of all:

SCHOOL DAYS.

Rise	6:00 a. m.
Breakfast	6:45 a. m.
School	8:00 a. m.
Recess	10:45 to 11:00 a. m.
Close of School.....	1:00 p. m.
Dinner	1:10 p. m.
Shops and Industries.....	2:00 p. m.
Close of Shops and Industries.....	4:00 p. m.
Recreation	4:00 to 5:30 p. m.

Supper	5:30 p. m.
Study	6:30 p. m.
Retire—lights out.....	9:00 p. m.

SATURDAYS.

Rise	6:00 a. m.
Breakfast	6:45 a. m.
Shops and Industries.....	8:00 a. m.
Shops Close.....	10:00 a. m.
Dinner	1:00 p. m.
Supper	5:30 p. m.
Meeting of Literary Societies.....	6:30 p. m.
Retire—lights out.....	9:00 p. m.

SUNDAYS.

Rise	6:30 a. m.
Breakfast	7:30 a. m.
Sunday School.....	9:00 a. m.
Dinner	1:30 p. m.
Devotional Exercise.....	3:00 p. m.
Refreshments	5:00 p. m.
Meeting of C. E. Societies.....	6:30 p. m.
Retire—lights out.....	9:00 p. m.

FINANCIAL.

SUMMARY—1908-1909.

Receipts—	
Total receipts for the year ending	
June 30, 1909	\$17,683.02
Expenditures—	
Total expenses for the year ending	
June 30, 1909.....	\$17,266.23
Balance unexpended June 30, 1909.	416.79
	<hr/>
	\$17,683.02 \$17,683.02

CURRENT EXPENSES.

Receipts—

Appropriation, by Board for year
ending June 30, 1909.....\$17,024.00

Incidental Fund, balance year end-
ing June 30, 1909..... 659.02

Expenditures—

Salary of Teachers and Officers....	\$ 6,715.00
Salary of Janitors and Laborers...	1,256.00
Equipment and Furniture.....	918.99
Heat, Light and Water.....	796.37
Postage, Stationery, Books and Publications	235.54
Repairs	967.53
Traveling Expenses—Pupils.....	768.37
Freight and Express.....	26.11
Groceries, etc.....	4,719.06
Fertilizers	21.50
Medicines	112.34
Miscellaneous Expenses.....	729.42
Balance unexpended from Educational Fund.....\$ 86.46	
Balance unexpended from Incidental Fund..... 330.33—	416.79

\$17,683.02 \$17,683.02

SUMMARY—1909-1910.

Receipts—

Total receipts for year ending June
30, 1910.....\$20,465.58

Expenditures—

Total expenses for the year ending June 30, 1910	\$18,280.48
Balance unexpended June 30, 1910.	2,185.10

\$20,465.58 \$20,465.58

CURRENT EXPENSES.

Receipts—

Appropriations for the year ending	
June 30, 1910.....	\$20,000.00
Incidental Fund, Balance	
year ending June 30,	
1909	\$330.33
Incidental Fund, Receipts	
year ending June 30,	
1910	135.25— 465.58

Expenditures—

Salary of Teachers and Officers....	\$ 7,292.50
Salary of Janitors and Laborers...	1,777.59
Equipment and Furniture.....	1,261.66
Heat, Light and Water.....	888.79
Postage and Stationery.....	122.05
Repairs	90.07
Traveling Expenses—Pupils	581.64
Freight and Express.....	98.05
Groceries, etc.....	5,366.24
Fertilizers	12.90
Medicines	83.39
Books and Publications.....	63.40
Miscellaneous Expenses.....	642.20
Bal. unexpended from	
Educational Fund....	\$1,915.81
Bal. unexpended from	
Incidental Fund.....	269.29— 2,185.10
	<hr/>
	\$20,465.58 \$20,465.58

CONCLUSION.

The success of a school does not wholly depend upon the efforts of a single person, however able. Co-ordination and hearty co-operation of all connected are required, and to this concerted action the advance of a school must needs

be due. The retrospect of the period covered by this report is a retrospect of earnest teaching, of faithful supervision, of a careful provision for the bodily comfort and welfare of our children, and of thorough accord among those interested in their care.

I beg to make special acknowledgement of the provision made by recent legislatures for the upbuilding of the school. The State Board of Control are to be heartily commended for the unvarying care that they have given every interest of the school.

For your continued consideration, counsel and confidence, you have my thanks.

So long as we may be assured of this "oneness of aim" in our corps of teachers and officers, of this assistance of those around us, of this provision of our legislatures, and of this zeal on the part of the State Board of Control and the State Superintendent of Public Instruction, so long will the efforts put forth to educate our children of "silence and darkness" under Divine guidance be crowned with success.

Respectfully submitted,

A. H. WALKER,

President.

FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES.

Tallahassee, Fla., October 12, 1910.

Hon. W. M. Holloway, State Superintendent of Public
Instruction, Tallahassee, Fla.

Dear Sir:—In reply to your request in the matter of
your Biennial report, I beg herewith to transmit a brief
statement regarding the affairs of this College for the
biennium closing July 1, 1910.

ATTENDANCE FOR YEAR CLOSING JULY 1, 1909.

ATTENDANCE BY COUNTIES—FLORIDA.

Alachua	5
Bradford	4
Brevard	1
Calhoun	1
Citrus	1
Clay	1
Columbia	3
Dade	8
DeSoto	1
Duval	12
Escambia	21
Franklin	7
Gadsden	20
Hamilton	2
Hillsboro	8
Jackson	11
Jefferson	10
Lake	4
Leon	58
Monroe	3
Marion	5
Madison	14

Orange	31
Osceola	3
Putnam	2
St. Johns	1
Suwannee	4
Volusia	4
Walton	8
Washington	7
Total	<hr/> 260

ATTENDANCE BY STATES.

Africa	1
Alabama	9
Florida	260
Georgia	19
Total	<hr/> 289

FOR THE YEAR CLOSING JULY 1, 1910.

ATTENDANCE BY COUNTIES—FLORIDA.

Alachua	3
Bradford	2
Clay	1
Columbia	7
Dade	1
Duval	20
Escambia	19
Franklin	8
Gadsden	9
Hamilton	2
Hillsboro	10
Jackson	10
Jefferson	4
Lake	1

Leon	62
Levy	1
Liberty	2
Madison	12
Marion	7
Monroe	3
Orange	25
Osceola	3
Palm Beach	6
Polk	2
St. Johns	1
Suwannee	2
Taylor	1
Volusia	5
Walton	5
Washington	8
<hr/>	
Total	242

ATTENDANCE BY STATES.

Africa	1
Alabama	9
Florida	242
Georgia	19
<hr/>	
Total	271

These statistics show a decreasing attendance for the reason that there is not room for the proper dormitory facilities of more than 150 boarders. Over 200 students have been packed into this capacity with serious effect upon the health of the College.

It was therefore thought wise to reduce the number of admission to conserve the health of the school. With the proper plant enlargement the enrollment will increase at least a hundred percent within the next biennium.

FINANCES.

RECEIPTS:

For year ending July 1, 1909—

Morrill Fund	\$17,500.00
Educational Fund	5,000.00
Incidental Fund	590.11

 \$23,090.11

For year ending July 1, 1910—

Morrill Fund	\$20,000.00
Educational Fund	5,000.00
Incidental Fund	620.73

 Total Receipts\$25,620.73—\$48,710.84

EXPENDITURES:

For year ending July 1, 1909—

Morrill Fund	\$17,500.00
Educational Fund	5,000.00
Incidental Fund	589.20

 \$23,089.20

For year ending July 1, 1910.—

Morrill Fund	\$19,432.19
Educational Fund	4,999.56
Incidental Fund	622.76

 Total Expenditures\$25,054.51—\$48,143.71

 Balance on hand July 1, 1910.....\$ 567.13

NEEDS.

In the event appropriation for building purposes made by the Legislation of 1907 and endorsed by the Legislation of 1909 for this College becomes available, its needs for increased plant facilities will be somewhat diminished. Out of this appropriation it is proposed to erect an Agricultural Building, a Mechanic Arts Building, and a Sanitarium.

The College will then urgently need an Auditorium, a Domestic Science Building, and increased Agricultural acreage. An appropriation of \$15,000.00 will meet this need, and will make the plant equipment somewhat commensurate with the up-keep and teaching facilities, a very meager sum for a State developing along all lines as rapidly as Florida.

I wish to take this occasion to state that the Negroes of Florida are to be congratulated upon the sympathetic management of their institution of higher learning. The State Board of Education and the Board of Control are doing what they can toward making this College as good as the best that it may be a pride to all good citizens, and a source of benefit to all the people of the State.

Respectfully submitted,

N. B. YOUNG,
President.

CHAPTER IV.

FIRST ANNUAL REPORT

OF THE

STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

OF

FLORIDA

FOR THE

Scholastic Year Ending June 30, 1910

BY

G. M. LYNCH,

Professor of Secondary Education in the University of
Florida, and State Inspector of Public High Schools.

OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC
INSTRUCTION, TALLAHASSEE, FLA.

LETTER OF TRANSMITTAL.

UNIVERSITY OF FLORIDA,
DEPARTMENT OF SECONDARY EDUCATION.

Gainesville, Fla., October 1, 1910.

Hon. W. M. Holloway, State Superintendent of Public
Instruction, Tallahassee, Fla.:

Dear Sir:—I have the honor to submit herewith my
first report of the Public High Schools.

G. M. LYNCH,
State Inspector of High Schools.

Field Work Department of Secondary Education
OF THE
UNIVERSITY OF FLORIDA.

The following "Tentative Outline of Work" explains sufficiently the character and scope of the Field Work Department of Secondary Education of the University of Florida:

I—Collecting data.

- A. What school facilities. (Full details.)
- B. Attitude of school authorities—County Board, County Superintendent, local boards and teachers—toward high school movement.
- C. Difficulties in the way—
 - (1) Area of county and its topography.
 - (2) Transportation facilities, population—total and per square mile, and its distribution.
 - (3) Largest town, and its size and location.
 - (4) Number of farms and manufacturing plants—their products and number of people employed.
 - (5) Industries and other causes that take children out of school.
 - (6) Wealth, and its distribution.
 - (7) Attitude of citizens generally.

II—Established high schools:

- A. Where located?
- B. How well attended—boys and girls by grades.
- C. How administered?
 - (1) Principal and faculty—education, experience, success, etc.

- (2) Curriculum—extent and thoroughness.
- (3) Special courses, especially in Agriculture, Mechanic Arts, Business and Domestic Science.
- (4) Methods of classification, grading, promotion, and discipline.
- D. How equipped?
 - (1) Buildings and grounds, and their condition.
 - (2) Laboratory facilities.
 - (3) Libraries, literary societies, gymnasias, etc.
- E. How supported?
 - (1) State funds.
 - (2) Local taxation, county and special tax districts.
 - (3) Local bond issues.
 - (4) Private subscriptions.

PLANS AND METHODS OF WORK WITH ABOVE DATA.

I—In counties having no high schools:

- (a) Is it desirable, in view of all the facts, to undertake to establish a high school in said county?
- (b) What sort of high school would best meet the needs of the county?
- (c) Where should such a school be established?
- (d) How can the school be established?
- (e) Once established, how can the school be fostered and improved?

II—In counties having high schools already established:

- (a) Encourage the schools to reach the full standard set by the State Board of Education, and then higher.
- (b) Co-operate fully with principals and school authorities who are trying to raise the qualities of teachers and teaching.

- (c) Seek to establish a fair and uniform system of unit credits, so that a unit in one school will be comprehensible in all, identical so far as possible.
- (d) Seek to correlate the schools with one another, and all with the State University, making the State system a highly organized and effective educational unit.
- (e) Promote enthusiasm for the school and for education in general. Foster libraries, literary societies, school publications, school improvement associations, etc.
- (f) Take an active part in all movements, county and State, having for their primary object the betterment of school conditions.

THE HIGH SCHOOL.

The nomenclator of the public school system of Florida in differentiating the high from the common school and giving to each a separate title is frankly and brutally informed by the enemies of "high schools" that he is overreaching the "Constitution." That, in persisting to make this differentiation effectual through the erection of high school buildings, creation of high school courses of study, establishment of departments of Manual Arts and Domestic Science, setting certain minimum qualifications for high school teachers and providing suitable equipment for the teaching of the sciences, he is charged with illegally using funds that should go to the improvement of the common schools.

Those who oppose the establishment, growth and development of the high schools in Florida are either ignorant of the fiscal facts and the great work these schools are doing, or else are actuated by fear that the "collegiate" clientele will be greatly reduced by the increased popularity of the "people's college."

The high school officials and teachers are glad of honest, wholesome criticism, the kind that shows weaknesses, wrongdoing and wastefulness; the kind that suggests improvements; the kind that is free from selfishness, dishonesty and demagoguery.

In this report I have named ninety-three high schools. Seventy-nine of these schools are in Special Tax Districts, which levy a tax of three mills for their support. They receive from the county school fund a per capita less than 95 per cent. of the ungraded country schools. The length of school term allowed the high schools by the County Board of Public Instruction is the same as that fixed for the country schools, the additional two or three months are paid for out of the Special District fund. Brevard, Duval, Escambia, Monroe and St. Johns Counties have no Special Tax Districts, and the high schools in these counties receive their entire support from the county fund.

The expenditures for buildings, shown in Table VII, have caused some people to give credence to the charge that the high school is impoverishing the chances of the rural school. A study of the sources from which the money for these buildings comes, and the great good they are doing for the country schools in furnishing better teachers, will satisfy every reasonable and honest friend of public education that the charge is absolutely without foundation.

The total amount expended for buildings completed in the past two and one-half years, and the amount set aside for buildings to be completed during the school year 1910-11, is \$884,500.00. Six of these buildings are, or will be, used exclusively for high school work; the others are, or will be, used for grammar and high school grades. Omitting the cost of buildings in Jacksonville, St. Augustine, Key West, Tampa, Miami and Pensacola (\$299,000.00), the remaining twenty buildings have, or will, cost the county school fund less than 9 per cent. of the amount expended for their construction and equipment, or, to be

more exact, \$50,000.00. The following facts are submitted without discussion:

First—Five of the cities mentioned by name have in the aggregate a population equal to one-sixth of the total population of the State, and pay in city, county and State taxes about 65 per cent. of the total taxes of the counties in which they are located. Add to the real and personal taxes, the poll tax, and their share of the fine and forfeiture fund, and the percentage is increased nearly 5 per cent.

Second—The average school term for whites for the State is 105½ days; the average school term for whites in seventeen counties which have erected high school buildings costing \$631,000.00, is 121 days.

Third—Over 70 per cent. of the teachers of the State holding degrees and diplomas from recognized colleges and normal schools are located in the counties where high schools of the "first class" are established.

Fourth—Twenty per cent. of the students of the four-year high schools are from the country districts. Placing the minimum cost of tuition, incidental fees and personal expenses of a private institution at \$50.00, we note a saving of \$21,800.00 to the counties in which these schools are located.

Fifth—The average attendance of pupils in counties where the high school has been given substantial encouragement has advanced from 10 to 20 per cent.

Sixth—The enrollment of boys in the high schools of the first class for 1909-10 was 22 per cent. higher than the enrollment for 1908-09; the number of male graduates last year was slightly above 48 per cent. higher than the year before. The enrollment of girls in the high schools of the first class for 1909-10 was 16.4 per cent. higher than the enrollment for 1908-09; the number of female graduates last year was slightly above 10 per cent. higher than the year before.

Seventh—Thirteen counties without a high school of

the first class show an increased enrollment for 1909-10 over 1908-09 of less than 8 per cent; thirteen counties maintaining good high schools of the first class show an increased enrollment of $16\frac{1}{2}$ per cent. The average daily attendance in the last named counties is 20 per cent. higher than in the non-high school counties.

Buildings—In the matter of new high school buildings, I do not believe there is a State in the American Union that has outstripped Florida very far in the past two and a half years, when all things are considered. Again we place this, in a large degree, to a local initiative. Excluding Jacksonville, St. Augustine, Key West and Pensacola, 93 per cent. of the total cost of buildings and equipment has been paid by direct taxes, municipal bonds and private donations. Twelve districts, with a white population ranging from 400 to 1,000, will have ready for occupancy by the first of November, brick buildings with an average cost of \$9,500.00. Graceville, Greenville, Mayo, Lake Butler, Newberry, Alachua, Bushnell, Umatilla, Clear Water and Wauchula constitute this honor roll. Twenty-seven of the twenty-nine high schools of the first class are housed in handsome and commodious brick buildings, ranging from \$20,000.00 to \$80,000.00, or an average of \$29,000.00. This showing is considerably enhanced when we note that only five of these districts have a white population in excess of 4,000.00. "Show me your school house, and I'll size up your city"; measured by this criterion, forty towns and cities in Florida would sit in the councils of the great.

Equipment—This term includes libraries, laboratories and furniture. I very much regret that I cannot report favorably on the first two items; the latter is first class and modern in nearly all the high schools. The libraries in 90 per cent. of the Junior, or two-year high schools, are practically worthless, containing encyclopedias out of print thirty years ago, a few Reports from the United States Department of Education, discarded text-books

and several works on philosophy that would puzzle the minds of graduate students in the University, let alone the pupils of the tenth grade. In eighteen of the schools, of the first class (four-year) I found good working reference libraries; in the remaining ten, a varied assortment of books that had very little value to the pupils. However, I am glad to report that the Woman's School Improvement Association has taken this matter in hand, and from the letters received from the principals I am persuaded to believe that school libraries will be greatly improved during the coming year.

In practically all the high schools (first, second and third class), maps, charts, and slides for work in physiology, physical geography and history are furnished; in the twenty-seven schools of the first class the apparatus in the Department of Physics ranges in value from \$200.00 to \$700.00; some of this material is, however, worn out and of little practical value. Six schools of the first class are quipped to give laboratory work in Botany and Zoology. Pensacola, Quincy, Madison, Gainesville, Jacksonville, St. Augustine, Daytona, West Palm Beach, Dade City and Tampa report increased laboratory equipment for the coming year, and I feel sure I shall be able to add twenty more to this list in my next annual report.

Course of Study—The minimum course of study adopted by the State Board of Education is given on Page 221 of this report. All schools of the first class (four years, and minimum of three teachers), offer the two courses; schools of the second class (minimum of two teachers), offer the two courses up to the third year; schools of the third class (minimum of one teacher), offer one of the courses up to the second year. The following schedule shows the units credited to the subjects in the course of study prescribed:

English Grammar	5 periods a week; 8 months; 45 min. rec..	1
Composition and Rhetoric	5 periods a week; 8 months; 45 min. rec..	1
English Literature and Composition	5 periods a week; 8 months; 45 min. rec..	1
English Literature and Classics	5 periods a week; 8 months; 45 min. rec..	1
First Book Latin	5 periods a week; 8 months; 45 min. rec..	1
Caesar, four books	5 periods a week; 8 months; 45 min. rec..	1
Cicero, six orations	5 periods a week; 8 months; 45 min. rec..	1
Virgil, six books	5 periods a week; 8 months; 45 min. rec..	1
Algebra to Quadratics	5 periods a week; 8 months; 45 min. rec..	1
Algebra, completed	5 periods a week; 8 months; 45 min. rec..	1
Plane Geometry	5 periods a week; 8 months; 45 min. rec..	1
Plane Trigonometry	5 periods a week; 8 months; 45 min. rec..	$\frac{1}{2}$
English History	5 periods a week; 8 months; 45 min. rec..	1
General History	5 periods a week; 8 months; 45 min. rec..	$\frac{1}{2}$
General History, or	5 periods a week; 8 months; 45 min. rec..	$\frac{1}{3}$
Ethics	5 periods a week; 8 months; 45 min. rec..	1
United States History and Civics	5 periods a week; 8 months; 45 min. rec..	1
Botany,	5 periods a week; 4 months; 45 min. rec..	$\frac{1}{3}$
Zoology,	5 periods a week; 4 months; 45 min. rec..	$\frac{1}{2}$
or Either Subject	5 periods a week; 8 months; 45 min. rec..	1
Physical Geography	5 periods a week; 8 months; 45 min. rec..	1
Physics	5 periods a week; 8 months; 45 min. rec..	1
Physiology, or Commercial Arithmetic and Bookkeeping.....	5 periods a week; 8 months; 45 min. rec..	1

French, half of Elementary Grammar, 125 pages Reading.....	5 periods a week; 8 months; 45 min. rec..	1
French, Elementary Grammar, completed.....	5 periods a week; 8 months; 45 min. rec..	1
First Spanish Book, and Elementary Grammar.....	5 periods a week; 8 months; 45 min. rec..	1
First Spanish Book, completed with supplementary reading.....	5 periods a week; 8 months; 45 min. rec..	1
The minimum requirements for a laboratory course in Zoology	40 periods	
The minimum requirements for a laboratory course in Botany	40 periods	
The minimum requirements for Field Exercises in Physical Geography	40 periods	
The minimum requirements for a laboratory course in Physics	60 periods	

TEACHERS.

It is especially gratifying to report that the teaching force in our high schools has been greatly improved in the past two years. With two exceptions, the principals of every high school of the first class are college graduates and have had an experience in high school work covering periods of from four to twenty years; all the high schools of the second class are under the direction of College or Normal School graduates; twenty-seven of the forty high schools of the third class are in charge of graduates of Colleges or Normal Schools. The principals of six of the eight four-year high schools conditioned for lack of faculty force are college-bred.

The Colleges and Normal Schools from which the principals graduated are: Florida State College (merged in the University of Florida), East Florida Seminary (merged in the University of Florida), Florida State Normal School (merged in the University of Florida), Emory (Georgia), Mercer University (Georgia), University of Georgia, University of North Carolina, Peabody Normal School (Nashville, Tenn.), Kentucky State Normal School (Bowling Green, Ky.), Ohio State College (Ohio), University of Chicago, University of Illinois, University of Michigan, Pennsylvania State College (Gettysburg), University of New York (New York), Holbrook Normal School, University of Missouri, Vanderbilt, Yale.

Ninety-five per cent of the teachers of the high school grades are graduates of four-year high schools and 78 per cent. of this number are graduates or graduate students of representative colleges or universities.

While there is no statutory provision dealing with the certification of high school teachers, County Boards of Public Instruction are, without an exception so far as I know, demanding that high school principals shall hold either a diploma from a recognized college or normal

school or a State Certificate, and the grade teachers nothing below a First Grade County Certificate.

SALARIES.

County Boards of Public Instruction and local Boards of Trustees are awakening to the fact that "cheap" teachers are more expensive than "high-priced" teachers. Economy which sacrifices efficiency to time-serving, school-teaching to school-keeping, soul-development to soul-subjection, true love for childhood to desire to hold office, is the economy practiced by Boards whose members believe ignorance is bliss, 'tis a crime to be wise.

It is a noticeable fact, almost a tragical one, that where such men have been vested with the authority to administer the school affairs of a county, incompetent, inexperienced, irresponsible boys and girls, with no higher motive than to earn a few dollars, have set the standard of school salaries. Men and women who have spent years of study in preparation for the work of teaching must compete with this superficially educated, untrained and "job-seeking" class. Their self-respect abhors the competition and drives them into other more remunerative lines of work.

We have, I am sorry to report, at least eight counties in Florida whose school officials (or rather a majority of them) are forcing men and women, who have found their best leverage in educational work, out of the schools by the short terms and small salaries offered. If these Boards exercised their constitutional right to assess the maximum levy of seven mills and encouraged the establishment of Special Tax Districts, they could pay these teachers salaries in some degree worthy of their merits.

I am glad to report that forty counties in the State are making progress along this line. In nineteen counties the salaries of high school teachers have been advanced from \$100.00 a month to \$1,200.00 a year. I am informed that

the salaries of the rural school teachers have advanced 20 per cent. in twenty-four counties. I hope this information is correct.

HIGH SCHOOLS CLASSIFIED.

The regulations adopted by the State Board of Education defining the minimum requirements for the recognition of Junior and Senior High Schools under provisions of Chapter 5382 (declared unconstitutional by the State Supreme Court), have been supplemented and amended by the "Classification of High Schools for '1910." Hereafter high schools will be designated as High Schools of the First Class, High Schools of the Second Class, and High Schools of the Third Class, instead of Senior and Junior High Schools.

Under the regulations of 1907 schools certifying five students in either the ninth or tenth grade, or both, and three students in either the eleventh or twelfth grade, or both, and offering a term of not less than eight months, were classified as Senior or four-year high schools; schools certifying five students in either the ninth or tenth grade, or both, and offering a term of not less than eight months, were classified as Junior or two-year high schools. According to this classification, which I have observed during the past two years, we had at the close of the present school year, June 30, 1910, forty-nine Senior High Schools and ninety-six Junior High Schools. The lack of uniformity in the course of study, length of recitation periods, hours of laboratory work and the faculty force, convinced me of the need of a more rigid classification. Many of the schools were mere caricatures of a high school.

Twenty-eight of the Senior Schools met all the requirements of the new classification, Table I. Ten failed in faculty force and part in equipment, Table V. Eleven were not qualified in any particular. Table III. gives the

schools of the Second Class. These schools stand as the charter members of the Second Class, being the first three-year high schools organized in the State. Forty of the ninety-six reported Junior Schools passed muster and were admitted to the Third Class, Table IV.

CLASSIFICATION OF HIGH SCHOOLS—1910.

High Schools maintaining four years of study beyond the eighth grade of the common school system, a term not less than eight months in the year and employing at least three teachers, whole time, in the High School grade, shall be schools of the First Class.

The minimum course of study prescribed for a High School of the First Class is the minimum standard set by the State Board of Education for Senior High Schools.

THE MINIMUM COURSE OF STUDY.

Latin Course.

FIRST YEAR—

Grammar,
Composition,
Classics.

Latin, First Year Book.

Algebra, to Quadratics.

English History.

SECOND YEAR—

Rhetoric,
Composition,
Classics.

Caesar, Four Books,
Latin Grammar.

Algebra, completed.

General History.

THIRD YEAR—

Rhetoric,
English Literature,
Composition,
Classics.

Cicero,
Six Orations Against
Cataline.

FOURTH YEAR—

American Literature,
Composition,
Classics.

Virgil, Six Books of Aeneid.

Plane Geometry.

Plane Trigonometry.

Physics, Laboratory,
three periods a week.

United States History, and
Civics.

English Scientific Course.

FIRST YEAR—

Botany, four months;
Zoology, four months;
or either the full year.

English History.

SECOND YEAR—

Physical Geography.

General History.

THIRD YEAR—

Physics, Laboratory,
three periods a week.

Ethics.

FOURTH YEAR—

Commercial Arithmetic and
Bookkeeping, or
Physiology.

United States History, and
Civics.

The four years Mathematics the same as in the Latin Course.

The four years English the same as in the Latin Course.

LIST OF HIGH SCHOOLS OF THE FIRST CLASS REPORTED FOR AFFILIATION WITH THE
UNIVERSITY OF FLORIDA AND THE FLORIDA STATE COLLEGE FOR WOMEN.

TABLE I.—HIGH SCHOOLS OF THE FIRST CLASS.

TOWN AND COUNTY.									Value of Buildings.	Kind of Buildings.	No. Teachers (whole time) in High School Depart's.	Value of Laboratory.	Value of Library.
	No Boys in 9th Grade.	No Girls in 9th Grade.	No. Boys in 10th Grade.	No. Girls in 10th Grade.	No. Boys in 11th Grade.	No Girls in 11th Grade.	No. Boys in 12th Grade.	No. Girls in 12th Grade.					
Arcadia, DeSoto.....	11	7	5	8	3	6	3	2	\$28,000.00	Brick	4	\$300.00	\$ 500.00
Bartow, Polk.....	22	20	9	10	11	5	2	4	30,000.00	Brick	4	500.00	500.00
Bradentown, Manatee.....	9	6	3	6	4	5	1	6	10,000.00	Frame	4	500.00	50.00
Dade City, Pasco.....	5	11	8	10	1	3	1	11	8,000.00	Frame	4	300.00	500.00
Daytona, Volusia.....	5	11	8	10	1	3	1	11	55,000.00	Brick	4	300.00	275.00
DeFuniak Springs, Walton.....	4	11	4	10	4	6	1	2	25,000.00	Brick	4	500.00	250.00
Gainesville, Alachua.....	15	23	5	14	4	12	1	4	40,000.00	Brick	4	400.00	300.00
Jacksonville, Duval.....	75	77	31	52	19	45	19	31	80,000.00	Brick	13	400.00	500.00

TABLE I.—HIGH SCHOOLS OF THE FIRST CLASS—*Continued.*

TOWN AND COUNTY.	No Boys in 9th Grade.		No. Girls in 9th Grade.		No. Boys in 10th Grade.		No. Girls in 10th Grade.		No. Boys in 11th Grade.		No. Girls in 11th Grade.		No. Boys in 12th Grade.		No. Girls in 12th Grade.		Value of Buildings.	Kind of Buildings.	No. Teachers (whole time) in High School Depart's.	Value of Laboratory.	Value of Library.
Kissimmee, Osceola.....	7	11	11	14	4	4	..	7	7	..	7	7	..	7	7	..	\$ 22,000.00	Brick	3	\$600.00	\$ 300.00
Key West, Monroe.....	7	19	3	7	1	8	2	1	50,000.00	Brick	4	655.00	75.00								
Leesburg, Lake.....	5	8	1	8	1	3	1	3	12,000.00	Brick	3	150.00	300.00								
Live Oak, Suwannee.....	2	7	1	8	..	5	1	7	.....	Frame	4	600.00	300.00							
Lake City, Columbia.....	15	18	5	7	..	3	2	8	30,000.00	Brick	3	300.00	400.00								
Lakeland, Polk.....	17	26	10	10	1	5	7	9	20,000.00	Brick	4	300.00	500.00								
Miami, Dade.....	18	24	8	8	7	11	6	1	.....	Frame	5	150.00	.....							
Madison, Madison	11	12	5	2	2	..	4	..	35,000.00	Brick	4	150.00	400.00								
Orlando, Orange.....	10	10	7	11	7	10	10	5	25,000.00	Brick	4	250.00	500.00								
Ocala, Marion.....	17	21	9	7	12	4	8	9	10,000.00	Frame	3	250.00	800.00								
Pensacola, Escambia.....	17	41	8	19	5	12	3	7	20,000.00	Brick	5	300.00	500.00								

TABLE I.—HIGH SCHOOLS OF THE FIRST CLASS—*Continued.*

TOWN AND COUNTY.	No Boys in 9th Grade.	No. Girls in 9th Grade.	No. Boys in 10th Grade.	No. Girls in 10th Grade.	No. Boys in 11th Grade.	No. Girls in 11th Grade.	No. Boys in 12th Grade.	No. Girls in 12th Grade.	Value of Buildings.	Kind of Buildings.	No. Teachers (whole time) in High School Depart's	Value of Laboratory.	Value of Library.
Plant City, Hillsborough.....	16	19	7	17	6	13	4	5	\$ 20,000.00	Brick	3	\$300.00	\$ 400.00
Palatka, Putnam.....	8	13	8	4	2	10	5	6	2,000.00	Frame	3	250.00	600.00
Quincy, Gadsden.....	8	7	6	7	3	1	2	4	25,000.00	Brick	4	250.00	600.00
St. Augustine, St. Johns.....	1	8	3	8	8	11	12	12	60,000.00	Brick	4	250.00	200.00
Sanford, Orange.....	8	16	4	14	7	11	1	4	20,000.00	Brick	4	600.00	300.00
St. Petersburg, Hillsborough....	24	36	12	19	7	7	7	2	30,000.00	Brick	5	540.00	146.00
Tampa, Hillsborough.....	47	58	28	37	17	26	11	34	.....	Frame	6	400.00	1,000.00
Tallahassee, Leon.....	5	17	10	2	1	5	6	4	35,000.00	Brick	4	300.00	1,200.00
Wauchula, DeSoto.....	9	4	2	4	..	4	3	2	15,000.00	Brick	3	250.00	200.00
West Palm Beach, Dade.....	6	9	4	9	3	4	2	2	55,000.00	Brick	4	600.00	400.00

TABLE II.—HIGH SCHOOLS OF THE FIRST CLASS.

LOCATION.	No. Years in High School Course.	No. of Months in Year.	No. Minutes in Recitation.	College or Normal School Graduates.	Average Salary of High School Teachers (Principal's Salary Excluded.)	Annual Salary of Principal.	Time Devoted to Supervision.	Four Years' Latin.	Two Years' Modern Language.	Two Years' Laboratory Work.
Arcadia	4	8	45	Yes	\$82.50	\$1,200.00	Partly	Yes	No	Yes
Bartow	4	8	45	Yes	78.33	1,500.00	Mainly	Yes	Yes	Yes
Bradentown	4	8	45	Yes	75.00	1,500.00	Partly	Yes	No	Yes
Dade City.....	4	8	45	Yes	65.00	1,000.00	Partly	Yes	Yes	Yes
Daytona	4	8	45	Yes	55.00	1,200.00	Partly	Yes	No	Yes
DeFuniak Springs.....	4	8	40	Yes	71.60	1,000.00	Partly	Yes	No	Yes
Gainesville	4	8	45	Yes	71.66	1,200.00	Partly	Yes	Yes	Yes
Jacksonville	4	8	45	Yes	.....	2,400.00	Wholly	Yes	Yes	Yes
Kissimmee	4	8	40	Yes	80.00	1,200.00	Partly	Yes	Yes	Yes
Key West.....	4	8	45	Yes	.....	1,200.00	Partly	Yes	Yes	Yes

TABLE II.—HIGH SCHOOLS OF THE FIRST CLASS—*Continued.*

LOCATION.	No. Years in High School Course.	No. of Months in Year.	No. Minutes in Recitation.	College or Normal School Graduates.	Average Salary of High School Teachers (Principal's Salary Excluded.)	Annual Salary of Principal.	Time Devoted to Supervision.	Four Years' Latin.	Two Years' Modern Language.	Two Years' Laboratory Work.
Leesburg	4	8	45	Yes	\$.....	\$1,000.00	Partly	Yes	No	Yes
Live Oak.....	4	8	45	Yes	66.66	1,800.00	Mainly	Yes	No	Yes
Lake City.....	4	8	45	Yes	.....	1,400.00	Partly	Yes	No	Yes
Lakeland	4	8	45	Yes	77.00	1,500.00	Mainly	Yes	No	Yes
Miami	4	8	45	Yes	81.00	1,200.00	Partly	Yes	Yes	Yes
Madison	4	8	45	Yes	83.00	1,200.00	Partly	Yes	No	Yes
Orlando	4	8	45	Yes	76.66	1,600.00	Partly	Yes	Yes	Yes
Ocala	4	8	45	Yes	77.50	1,300.00	Partly	Yes	No	Yes
Pensacola	4	8	45	Yes	91.00	1,800.00	Mainly	Yes	Yes	Yes
Plant City.....	4	8	45	Yes	82.50	1,400.00	Partly	Yes	Yes	Yes

TABLE II—HIGH SCHOOLS OF THE FIRST CLASS—*Continued.*

LOCATION.	No. Years in High School Course.	No of Months in Year.	No Minutes in Recitation.	College or Normal School Graduates.	Average Salary of High School Teachers (Principal's Salary Excluded.)	Annual Salary of Principal.	Time Devoted to Supervision.	Four Years' Latin.	Two Years' Modern Language.	Two Years' Laboratory Work.
Palatka	4	8	40	Yes	\$70.00	\$1,200.00	Partly	Yes	No	Yes
Quincy	4	8	45	Yes	75.00	1,800.00	Partly	Yes	No	Yes
St. Augustine.....	4	8	45	Yes	65.00	1,200.00	Partly	Yes	No	Yes
Sanford	4	8	45	Yes	80.00	1,600.00	Mainly	Yes	Yes	Yes
St. Petersburg.....	4	8	45	Yes	.....	2,000.00	Mainly	Yes	Yes	Yes
Tampa	4	8	45	Yes	.....	1,500.00	Mainly	Yes	Yes	Yes
Tallahassee	4	8	45	Yes	75.00	1,500.00	Mainly	Yes	No	Yes
Wauchula	4	8	40	Yes	75.00	1,200.00	Partly	Yes	No	Yes
West Palm Beach.....	4	8	45	Yes	105.00	2,000.00	Partly	Yes	Yes	Yes

High Schools maintaining three years of study beyond the eight grades of the common school system; a term not less than eight months in the year, and employing at least two teachers, whole time, and one teacher, part time, in the high school grades, shall be schools of the Second Class.

The minimum course of study prescribed for a high school of the Second Class is the first, second and third years of the minimum standard set by the State Board of Education for Senior High Schools.

LIST OF SCHOOLS OF THE SECOND CLASS REPORTED FOR AFFILIATION WITH THE
UNIVERSITY OF FLORIDA AND THE FLORIDA STATE COLLEGE FOR WOMEN.

TABLE III.

TOWN AND COUNTY.	Boys in 9th Grade.	Girls in 9th Grade.	Boys in 10th Grade.	Girls in 10th Grade.	Boys in 11th Grade.	Girls in 11th Grade.	Value of Building.	Kind of Building.	No. Teachers (whole time) in High School.	Value of Laboratory.	Value of Library.
Apalachicola, Franklin	11	7	5	8	3	6	\$ 4,000.00	Frame	2	\$350.00	\$175.00
Cocoa, Brevard.....	8	8	4	5	3	3	.....	Frame	2	500.00	50.00

TABLE III—Continued.

TOWN AND COUNTY.	Boys in 9th Grade.	Girls in 9th Grade.	Boys in 10th Grade.	Girls in 10th Grade.	Boys in 11th Grade.	Girls in 11th Grade.	Value of Building.	Kind of Building.	No. Teachers (whole time) in High School.	Value of Laboratory.	Value of Library.
Chipley, Washington.....	2	5	5	1	0	2	\$15,000.00	Brick	2	\$.....	\$.....
Graceville, Jackson.....	9	12	2	1	3	1	12,000.00	Brick	2	.....	.....
Crescent City, Putnam.....	3	2	3	3	1	1	10,000.00	.....	2	.....	.....
Punta Gorda, DeSoto.....	9	7	4	5	0	1	.....	Frame	2	100.00	50.00
Roberts, Escambia.....	3	1	0	3	1	0	1,800.00	Frame	2	100.00	200.00
Perry, Taylor.....	4	4	1	2	1	0	12,000.00	Brick	2	.....	.....
Greenwood, Jackson.....	4	7	1	5	2	6	6,000.00	Frame	2	.....	.....
Woodville, Leon.....	8	7	9	6	3	2	3,500.00	Frame	2	.....	.....

One year of Physics and three years of Latin are given in the above list of schools. The work in Science is weak on account of the meager laboratory equipment. The principals of five of the schools hold State Certificates and seven are graduates of colleges and normal schools.

High Schools maintain two years of study beyond the eighth grade of the common school system, a term not less than eight months in the year, and employing at least one teacher, whole time, in the high school grades, shall be schools of the Third Class.

The minimum course of study prescribed for a high school of the Third Class is the first and second years of the minimum standard set by the State Board of Education for Senior High Schools.

LIST OF SCHOOLS OF THE THIRD CLASS.

TABLE IV.

TOWN AND COUNTY.	Boys in 9th Grade.	Girls in 9th Grade.	Boys in 10th Grade.	Girls in 10th Grade.	No. Teachers (whole time) in High School Department.	Two Years of Latin.	One Year of Science.	Salary of Principal.
Archer, Alachua.....	2	5	3	3	1	Yes	Yes	\$ 75.00
Apopka, Orange.....	7	6	0	5	1	Yes	Yes	90.00
Aucilla, Jefferson.....	4	7	1	6	1	Yes	Yes	80.00

TABLE IV—Continued.

TOWN AND COUNTY.	Boys in 9th Grade.	Girls in 9th Grade.	Boys in 10th Grade.	Girls in 10th Grade.	No. Teachers (whole time) in High School Department.	Two Years of Latin.	One Year of Science.	Salary of Principal.
Alachua, Alachua.....	10	1	3	4	1	Yes	Yes	\$100.00
Bronson, Levy.....	6	6	4	4	1	Yes	Yes	90.00
Blountstown, Calhoun.....	11	7	2	6	1	Yes	Yes	100.00
Bluff Springs, Escambia.....	..	..	..	..	..	..	..	.....
Cedar Keys, Levy.....	2	3	1	0	1	Yes	Yes	100.00
Carrabelle, Franklin.....	5	5	1	1	1	Yes	Yes	100.00
DeLand, Volusia.....	13	23	3	11	2	Yes	Yes	150.00
Eau Gallie, Brevard.....	2	1	1	0	1	Yes	Yes	75.00
Eustis, Lake.....	..	..	..	..	1	Yes	Yes	.....
Fort White, Columbia.....	4	0	2	3	1	Yes	Yes	100.00
Fort Pierce, St. Lucie.....	..	..	..	..	2	Yes	Yes	125.00
Fort Meade, Polk.....	..	..	..	..	1	Yes	Yes	140.00

TABLE IV.— *Continued.*

TOWN AND COUNTY.	Boys in 9th Grade.	Girls in 9th Grade.	Boys in 10th Grade.	Girls in 10th Grade.	No. teachers (whole time); High School Department.	Two years of Latin.	One Year of Science.	Salary of Principal.
Fernandina, Nassau.....	3	4	3	6	1	Yes	Yes	\$125.00
Greenville, Madison.....	..	..	..	..	1	Yes	Yes	100.00
High Springs, Alachua.....	7	7	1	5	1	Yes	Yes	90.00
Hastings, St. Johns.....	2	5	0	3	1	Yes	Yes	75.00
Lake Butler, Bradford.....	0	4	1	0	1	Yes	Yes	115.00
Mulberry, Polk.....	8	5	2	3	1	Yes	Yes	125.00
McIntosh, Marion.....	5	5	2	4	1	Yes	Yes	75.00
Micanopy, Alachua.....	2	5	2	1	1	Yes	Yes	75.00
Macclenny, Baker.....	2	2	2	0	1	Yes	Yes	85.00
Marietta, Duval.....	6	5	3	4	1	Yes	Yes	90.00
Manatee, Manatee.....	..	..	..	..	1	Yes	Yes	100.00
New Smyrna, Volusia.....	4	1	1	0	1	Yes	Yes	125.00

TABLE IV—Continued.

TOWN AND COUNTY.	No. Boys in 9th Grade.	No. Girls in 9th Grade.	No. Boys in 10th Grade.	No Girls in 10th Grade	No. Teachers (whole time) in High School Department.	Two Years of Latin.	One year of Science.	Salary of Principal.
Newberry, Alachua.....	1	1	2	1	1	Yes	Yes	\$100.00
Palmetto, Manatee.....	5	5	1	12	1	Yes	Yes	90.00
Port Tampa City, Hillsborough.....	..	..	..	..	1	Yes	Yes	.....
Sarasota, Manatee.....	5	3	3	1	1	Yes	Yes	100.00
Sneads, Jackson.....	..	..	..	..	1	Yes	Yes	.....
Spring Lake, Hernando.....	..	..	..	..	1	Yes	Yes	100.00
Tarpon Springs, Hillsborough.....	3	5	2	2	1	Yes	Yes	90.00
Titusville, Brevard.....	0	6	1	4	1	Yes	Yes	100.00
Westville, Holmes.....	3	7	0	1	1	Yes	Yes	80.00
Williston, Levy.....	7	6	4	1	1	Yes	Yes	100.00
White Springs, Hamilton.....	4	7	3	2	1	Yes	Yes	106.00
Webster, Sumter.....	..	..	..	..	1	Yes	Yes	100.00

LIST OF FOUR-YEAR HIGH SCHOOLS NOT CLASSIFIED ON ACCOUNT OF FAILURE TO COMPLY WITH ONE OR MORE OF THE REQUIREMENTS SET FORTH IN THE CLASSIFICATION OF HIGH SCHOOLS.

TABLE V.

TOWN AND COUNTY.	No. Boys in 9th Grade.	No. Girls in 9th Grade.	No. Boys in 10th Grade.	No. Girls in 10th Grade.	No. Boys in 11th Grade.	No. Girls in 11th Grade.	No. Boys in 12th Grade.	No. Girls in 12th Grade.	Value of Buildings.	Kind of Buildings.	No. Teachers (whole time) in High School Dept.	Value of Laboratory.	Value of Library.
Brooksville, Hernando...	2	6	1	6	1	6	2	0	\$ 5,500.00	Frame	2	\$350.00	\$175.00
Fort Myers, Lee.....	6	6	1	6	0	4	1	5	25,000.00	Brick	2	37.00	25.00
Jasper, Hamilton.....	4	7	3	3	0	2	0	2	5,000.00	Frame	1	.....	.....
Marianna, Jackson.....	5	9	1	2	2	6	2	2	25,000.00	Brick	2	.....	.....
Seabreeze, Volusia.....	2	7	3	1	1	2	2	2	.....	.....	1	150.00	150.00
Starke, Bradford.....	...	...	...	...	...	...	...	...	.....	.....	2	.....	.....

TABLE V—Continued.

TOWN AND COUNTY.	No. Boys in 9th Grade.	No. Girls in 9th Grade.	No. Boys in 10th Grade.	No. Girls in 10th Grade.	No. Boys in 11th Grade.	No. Girls in 11th Grade.	No. Boys in 12th Grade.	No. Girls in 12th Grade.	Value of Buildings.	Kind of Buildings.	No. Teachers (whole time) in High School Dept.	Value of Laboratory.	Value of Library.
Waldo, Alachua.....	6	5	0	9	0	0	3	0	\$ 5,000.00	Frame	1	\$250.00	\$300.00
Clearwater, Hillsboro..	...	...	...	...	...	...	...	...	60,000.00	Concrete	1	.....	.....

Reports from sixty schools offering two years of High School work fall so far short of the requirements we have set for High Schools of the Third Class that I do not consider it necessary to tabulate them.

In the State course of study, Agriculture, Manual Arts and Domestic Science are not dignified by so much as even a notice. These subjects, as educational values, are, in my judgment, co-ordinate with the cultural subjects, and where time and faculty force will not permit the establishment of separate departments I feel that they should be so correlated with English, Mathematics and History as to present, at least, their fundamental principles.

It is not revolution, but a simple recognition of conditions brought forth in the process of evolution, that makes the educational world insistent in its demands for a readjustment of the school curricula so that they will synchronize with the tone of life of the people. Good housekeepers make good homes, good homes make a happy people, a happy people constitute a police force more potent and efficient than all the police agencies of the nation combined, the army and navy included. Destroy the farms of America for one year, and the world would be crying for bread. On the other hand, increase the productive power of the farm and decrease its drudgery through scientific methods of farming, and Roosevelt Rural Life Commissions would prove happy junketing trips and high living would no longer confront us at every angle of life.

A community that cannot register at the end of every five years a distinct gain in scientific knowledge among its people, higher standards of living, and an increase of efficiency in its working units, will do wisely to look into the school machinery. There is something radically wrong with the school that fails to contribute to the uplift along these lines. I am inclined to believe that the needs of community life have not been made organically a part of the course of study. This is particularly true in Florida with regard to agriculture, and I feel sure that the most successful school will find its strongest leverage in the study and development of agricultural

interests. In recognition of this dominant interest and the dearth of skilled workers on the farm, I present the following scheme for your consideration, the invention being necessary on account of the "Uneducational Constitution" under which the public school is permitted to struggle for an existence:

The Agricultural Department, under Mr. McLin, has become something more than a mere bureau for the collection and compilation of statistics. It has attempted, with the resources at its disposal, to bring a new light into the home of the farmer, to project new methods of farming, to stop the march of country population to the city and town, and in a hundred other ways to advance the agricultural interests of the State. The University of Florida Agricultural Experiment Station, under the directorship of Prof. P. H. Rolfs, has held Farmers' Institutes in every county of the State, addressed thousands of farmers on practical farm subjects, demonstrated the work of scientific farming on hundreds of farms, and through correspondence keep in close touch with thousands of farmers. The State pays a part of the expenses of this work. I believe a natural corollary of the agricultural system of Florida (with its constitutional limitations) is a local experiment station. The station should be located near a town or village high school; the town selected should be required to donate not less than two acres of land suitable for cultivation, and agree to supplement the State aid \$300.00. The State aid should not be less than \$500.00. This would require an appropriation of \$23,500.00 annually.

The entire amount appropriated by the State, and supplemented by the town or county, should be used exclusively as a salary in order that a competent man may be employed as "director" of the station. The State should make as a condition upon the location of the station, that the high school shall arrange its course of study so as to fit in with the agricultural course offered. I offer this

suggestion, and believe its development and enactment into law will be the dawn of a better day for the boys on the farm.

I will be glad to include these stations in my annual tour of inspection and make a special report on them, thereby relieving the State of "visitorial" expenses.

THE RURAL SCHOOLS.

Before we can hope to approximate the ideals of a universal system of education we must bring the ungraded country school into closer and more definite relationship with the graded village and town school. The problem is a big one. It cannot be solved so easily as the fine-spun theories of the book-writer would indicate. Those who have given the problem years of earnest and practical study advise four points of attack—development of existing advantages, statutory maximum in the course of study, better trained teachers, and consolidation. I respectfully make the following suggestions and recommendations:

First—The country school house should be built so it can be used for any and all purposes of community life. The main assembly room should be fitted with comfortable seats and adjustable desks that fold down flat and lock. There should be a room for a library, with tables and chairs. The total cost of this extra room, with the furniture, would not exceed \$300.00. The country boy is entitled to more. This room can be used for local committee meetings of Farmers' Union, school meetings and such like, as well as a general reading room. A Carnegie Traveling Library can be gotten for the asking. A leading woman in the community can give one hour of each day to work in this library, taking entire charge of it. Each man in the neighborhood can pay for one magazine to be kept on file after having been used on the tables for a month or longer. These magazines should be selected

with reference to the needs, tastes and advancement of the community.

Literary societies should be organized, and at each meeting a good reader appointed to read a continued story, chapters from books on agriculture, hygiene, home decoration, child training, etc. Each county should own a stereopticon, with slides illustrating travel, the physical and commercial geography of the country, the leading universities, colleges and educational activities of the United States, the results from scientific and intelligent farming, the fly, the mosquito, the roach, the rat, the flea and disease germs, the interior of homes supervised by housekeepers who have made Domestic Science and hygiene a study; and lastly slides on the geography, history, botany, agriculture, education and industries of Florida.

These stereopticons could be loaned to the schools at least twice each term, and if the teacher were not competent to give the lectures illustrated by the slides I know the country people of Florida well enough to warrant me in saying that they would pay the cost of the lecturer appointed by the Board. I trust you will bring this suggestion before the County Boards, and ask them to give the rural districts an opportunity to express themselves regarding it.

Second—Let us have a system where the limits of each department, from the one-teacher school to the university, will be prescribed by law, allowing participation in higher or lower units, according to the interests involved, each attending strictly to its own business, and all so definitely and positively articulated that the success of one unit will reflect the success and efficiency of the one below it. A system in which it is made prohibitory by statute to teach higher than the eighth grade in one-teacher schools of thirty pupils or more, would satisfy the demands of the State and give us a citizenship more intelligent, more self-reliant, more self-supporting and

more independent than can be produced under the present procrustean machinery.

A special course of study should be made for these schools, so that the number of recitations per day would not exceed twenty. In this connection I would recommend to our County School Boards a study of the State course of study for the common schools of Illinois.

The method of alternation would increase the efficiency of teaching effort and tend in a large degree to conserve pupils' energies now wasted upon a multiplicity of subjects. One of the greatest evils we are fighting at the present time is overloading. We are attempting to do too much.

Third—The most vital present need of the country school is better trained teachers. As minimum qualifications, I would demand the following: A good character, a high school education, one year's study of psychology, a good mixer, an optimist, and a true friend to children.

Fourth—It is my firm conviction that consolidation work along business lines will relieve many of the difficulties that now beset the country school. I appreciate the "tender solicitude" of many for local rights, but I appraise at a higher value the sacred rights of a child to the full enjoyment of his birthright. Ignorance is too high a price to pay for a sentiment of doubtful content. Granting, however, that it is one of the precious boons of a free government, I am constrained to ask, in the face of the deplorable facts I have before me, how long can it live side by side with a continuing illiteracy?

"By means of consolidation, more teachers and more children can be brought together into one school, and by means of local taxation (Special District) more money will be available for the employment of more teachers at better salaries and for the lengthening of the school term." A graded course of study could be adopted and

the schools made to articulate definitely with the high school.

Trenton, in the western section of Alachua County, is a concrete example of successful consolidation. Three schools were merged into one, which was located in the center of population of the district. Before the consolidation, each school was a one-teacher school, with terms of six months each. The course of study for the separate schools required forty recitations a day.

Salaries ranged from \$35.00 to \$40.00 a month. To-day the consolidated school is housed in a two-story frame building, costing over \$2,000.00; the term is eight months; number of teachers, four, with salaries ranging from \$40.00 to \$75.00 a month; the course of study covers grades one to ten, inclusive, and the attendance of pupils for the district comprising the three schools 30 per cent. higher.

TABLE —.

No. of High Schools qualified for full affiliation with University	39
No. of High Schools qualified for conditional affiliation	10
No. of High Schools raised to Second Class.....	10
No. counties assessing maximum millage (1908)....	19
No. counties assessing maximum millage (1909)....	39
No. High Schools showing increase in faculty force (1909-10)	20
No. High Schools showing decrease in faculty force (1909-10)	2
No. High Schools showing increase in salaries of teachers (1909-10)	19
No. High Schools showing decrease in salaries of teachers (1909-10)	4

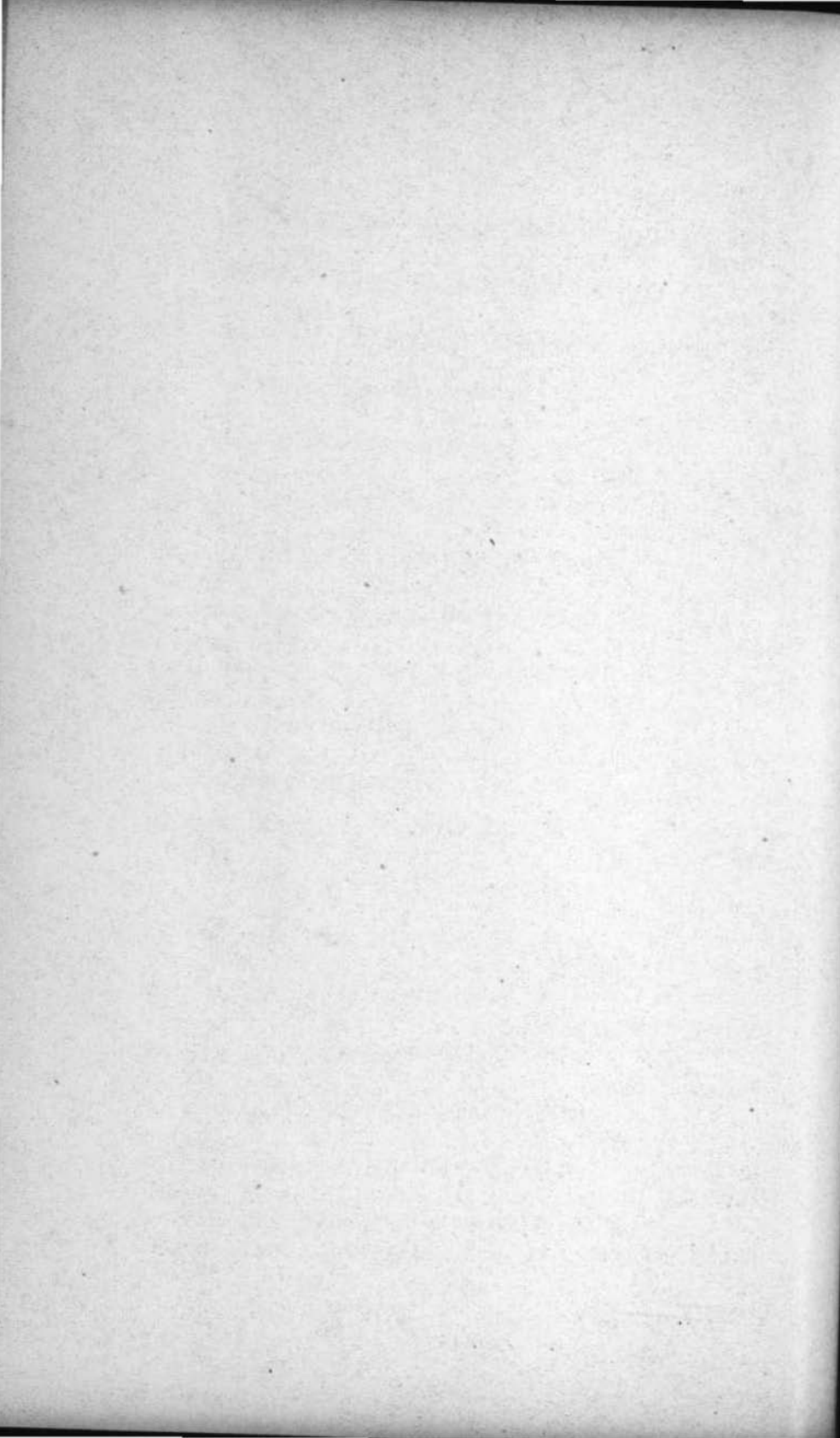
No. High Schools giving two full years' Science, with laboratory (1909-10)	37
No. High Schools giving two years Modern Languages (1909-10)	14
No. High Schools giving four years Latin Course (1909-10)	39
No. High Schools giving three years Latin Course 1909-10)	10
No. High Schools giving two years Latin Course (1909-10)	30
No. High Schools adopting the Departmental Plan (1909-10)	23
No. High Schools with laboratory apparatus above \$250.00 in value (1909-10)	29
No. High Schools library above \$200.00 in value (1909-10)	29
No. High School buildings erected in past two years.	18
No. High School buildings in course of erection.....	5

Total amount expended for buildings in past two and one-half years	\$582,000.00
Amount set aside by bonds and sale of time warrants for buildings in 1910.....	302,500.00
Amount appropriated out of County School Fund for buildings completed	230,000.00
Amount raised from bonds and local taxation for buildings completed during past two and one-half years	352,000.00
Amount appropriated out of County School Fund for buildings to be erected in 1910-11	110,000.00
Amount raised from bonds and levy on Special Tax Districts for buildings to be erected in 1910-11	192,500.00

No. High Schools (First Class) showing increased enrollment .....1909-10....	29
--	----

No. boys 12th grade High Schools (First Class)	1908	....	84
No. boys 12th grade High Schools (First Class)	1909	....	130
No. boys 11th grade High Schools (First Class)	1908	....	141
No. boys 11th grade High Schools (First Class)	1909	....	142
No. boys 10th grade High Schools (First Class)	1908	....	187
No. boys 10th grade High Schools (First Class)	1909	....	223
No. boys 9th grade High Schools (First Class)	1908	....	306
No. boys 9th grade High Schools (First Class)	1909	....	385
Total No. boys in High Schools (First Class)	1908	....	718
Total No. boys in High Schools (First Class)	1909	....	880
Percentage of increase.....22.5.			
No. girls 12th grade High Schools (First Class)	1908	....	477
No. girls 12th grade High Schools (First Class)	1909	....	532
No. girls 11th grade High Schools (First Class)	1908	....	267
No. girls 11th grade High Schools (First Class)	1909	....	336
No. girls 10th grade High Schools (First Class)	1908	....	209
No. girls 10th grade High Schools (First Class)	1909	....	247
No. girls 9th grade High Schools (First Class)	1908	....	167
No. girls 9th grade High Schools (First Class)	1909	....	189

Total No. girls in High Schools (First Class)	1908	....1120
Total No. girls in High Schools (First Class)	1909	....1304
Percentage of increase....16.4.		



CHAPTER V.

STATE CONVENTION OF COUNTY SUPER- INTENDENTS AND OTHER SCHOOL OFFICERS.

In this chapter are presented the utterances of the various County Superintendents and other school officers at the convention held at Lake City, March 16-18, 1909. The chapter containing the general reports of County Superintendents and this one, together may well be considered as the voice of the majority of the people of the State of Florida, from the mouths of those who have been chosen as their official spokesmen in matters pertaining to education.

There is no body of men within the State more capable of rendering intelligent opinions of needful reforms in the statutes and in methods of school government than this efficient body of County Superintendents. The people have selected these representatives for their peculiar fitness for a certain work, and some of these men have devoted themselves from six to thirty years to solving the peculiar problems entrusted to them, and they speak not from theory, but from the actual fitting of conditions into environment; therefore, when such men shall speak with any degree of unanimity upon a particular point, their utterances should receive due consideration.

Tallahassee, Fla., Jan. 28, 1909.

To the County Superintendent of Public Instruction:

My Dear Sir:—In accordance with Paragraph 2, Section 142, of the General Statutes of the State of Florida, I hereby call a convention of County Superintendents and

other school officials to be held in the city of Lake City, March 16-18, 1909.

In view of the recent decision of the Supreme Court of the State of Florida, declaring unconstitutional the acts providing State aid to the public schools, and the consequent destruction of the high school system of the State, as well as the great financial loss to the public school interests in general, this convention will unquestionably be the most important gathering of school officials ever held in Florida.

I, therefore, earnestly recommend and urge that each Board of Public Instruction defray the necessary expenses of the County Superintendent, at least one member of the Board of Public Instruction, and one High School Principal, while in attendance upon this convention. Should any Board, with the present emergency before it, decline to make an appropriation whereby proper representation can be had, I shall be of the opinion that such Board of Public Instruction is not desirous of having its county stand in the forefront of modern educational progress.

A program of the convention, together with full information concerning the same, will be sent at a later date. Please advise me at your earliest convenience what your Board has done looking to a proper representation from your county.

Enclosed find herewith a program of the Forty-seventh Annual Convention of the National Educational Association, to be held in Denver, Colo., July 5-9, 1909, together with a preliminary program of the meeting of the Department of Superintendence, which will be held in Chicago, Ill., February 23-25, 1909. I contemplate being in attendance upon the Chicago meeting, and, if possible, shall be pleased to have you attend, also.

Kindly advise me with reference to this meeting, as well as the Lake City meeting, and oblige, yours very truly,

W. M. HOLLOWAY,

State Superintendent Public Instruction.

PROGRAM

STATE CONVENTION

... OF ...

COUNTY SUPERINTENDENTS

... AND ...

OTHER SCHOOL OFFICERS.

LAKE CITY, FLORIDA, MARCH 16-18, 1909.

BOARD MEMBERS AND HIGH SCHOOL PRINCIPALS IN ATENDANCE UPON THE CONVENTION WILL BE EXPECTED TO PARTICIPATE IN ALL DISCUSSIONS, AND WILL BE ASSIGNED COMMITTEE WORK AT THE OPENING SESSION.

PROGRAM

TUESDAY, MARCH 16, 9 A. M.

Invocation.....Rev. Frederick Pasco
 Address of Welcome.....Hon. B. H. Palmer,
 Judge of the Third Judicial Circuit
 Response.....Superintendent R. L. Turner
 Election of Secretary and Appointment of Committees.

CONSIDERATION OF—

1. The resolution adopted by the Florida Educational Association favoring the adoption of an amendment to the Constitution providing for the annual levy and collection of a tax of one mill on all the property of the State, half of which amount shall be apportioned to the counties for the maintenance of Rural Graded, Junior, and Senior High Schools; the other half to be placed to the credit of the State Board of Education to be used for the equipment and maintenance of the institutions of higher learning, as provided for in the Buckman bill.

2. A Bill to be entitled an act to provide for the investment by the State Board of Education of Florida of the principal of the State school fund in certain obligations of counties within this State.

3. A Bill to be entitled an act authorizing special tax school districts to erect and improve school buildings and to issue bonds therefor.

4. A Joint Resolution proposing to amend Section 10, of Article XII, of the Constitution, relative to education.

5. A Bill to be entitled an act authorizing and directing the County Treasurers to transfer the surplus funds of the fine and forfeiture fund to the school fund of the respective counties, and that the same be used for school purposes.

6. A Bill to be entitled an act requiring Teachers' Summer Training Schools, and making appropriations therefor.

7. A Bill to be entitled an act to make an appropriation to secure a better attendance upon Teachers' Summer Training Schools.

8. A Bill to be entitled an act to amend Section 378, of the General Statutes of the State of Florida, relating to the pay of grading committees.

9. A Bill to be entitled an act to amend Section 371, of the General Statutes of the State of Florida, relating to life certificates.

10. A Bill to be entitled an act to amend Sections 365, 366 and 367, of the General Statutes of the State of Florida, relating to the certification of teachers.

Members of the convention are requested to bring type-written copies of resolutions proposing any amendment to the Constitution or to the school laws that may be desired, and bills proposing new legislation on the subject of education.

2:30 P. M.

Meeting of Different Committees.

8:30 to 10:30 P. M.

Reception under the auspices of the Woman's Club.
(Residence of Hon. T. J. Appleyard.)

WEDNESDAY, MARCH 17, 9 A. M.

Invocation.....Rev. C. M. Brittain
Reports of Committees.
General Discussion.

2:30 P. M.

Reports of Committees (continued).
General Discussion (continued).

8:00 P. M.

Music.

Address.....Rev. G. A. Nunnally, D. D.,
President of Columbia College

THURSDAY, MARCH 18, 9 A. M.

InvocationRev. DuPuy

Reports of Committees (continued).

General Discussion (continued).

2:30 P. M.

Report of Committee on Resolutions.

(General Sessions will be held in County Court House.)

253

PROCEEDINGS
OF
STATE CONVENTION
OF
COUNTY SUPERINTENDENTS
AND
OTHER SCHOOL OFFICERS.

LAKE CITY, FLORIDA.

March 16-18, 1909.

PROCEEDINGS

Lake City, Fla., March 16, 1909.

The State convention of School Officers and Teachers was called to order at 9:00 a. m. by State Superintendent, Hon. W. M. Holloway, at the Columbia County Court House.

Invocation by Rev. Fred Pasco.

Judge B. H. Palmer, of the Third Judicial Circuit, delivered a very impressive and pleasing address of welcome on behalf of Lake City. Judge Palmer was followed by President G. A. Nunnally, of Columbia College, in an impassioned address upon the school people as "Makers of Men."

The convention was further welcomed by Prof. J. H. Fulks, principal of the Lake City High School, in a pleasing address.

Superintendent R. L. Turner responded on behalf of the convention, and was followed by Prof. W. N. Sheats in an address of interesting reminiscences of Columbia County.

Mr. Benjamin Sams, representing the Florida Times-Union, made a short address, making a proposition for subscriptions. A motion was passed endorsing and accepting the proposition.

Hon. W. N. Sheats was elected vice president of the convention; Superintendent J. H. Brinson, secretary; Superintendent J. W. Burns, assistant secretary; Prof. H. A. Ferrell, reading clerk.

As members of the convention had been requested by the State Superintendent to bring typewritten copies of resolutions proposing any amendments to the Constitution or to the school laws, and bills proposing new legislation on the subject of education to be considered, these documents were classified and the convention was divided

into committees: Finance, Constitutional Amendments, Certification of Teachers, High Schools, Text-Books, Miscellaneous Legislation, and Resolutions.

2:30 P. M.

Meeting of different Committees.

8:30 to 10:30 P. M.

A delightful reception was given to the convention by the Woman's Club of Lake City at the residence of Col. and Mrs. T. J. Appleyard.

In the receiving line were State Superintendent Holloway, Mrs. T. M. Shackleford (president of the Florida Federation of Women's Clubs), Mrs. Frank Ives (president of the Woman's Club of Lake City), Mrs. Walter Belk (president of the Current Topics Club of Lake City), Col. and Mrs. T. J. Appleyard.

The spacious home was most beautifully decorated with cut flowers, pot plants and ferns. Delicious fruit punch, ice cream and cake were served by the ladies of the club.

WEDNESDAY, MARCH 17, 9 A. M.

Convention called to order by the chairman.

Prayer by Rev. C. M. Brittain.

Amidst much enthusiasm, the following telegram was ordered sent:

"Lake City, Fla., March 17, 1909.

"Governor Albert W. Gilchrist,
"Tallahassee, Fla.

"The convention of County Superintendents and Other School Officials, over one hundred strong, cordially invites you to address us here tomorrow morning at 10:00 o'clock.

"W. M. HOLLOWAY, Chairman;

"J. H. BRINSON, Secretary.

The reports of committees were taken up, and the following bills, amendments to the Constitution and General Statutes of the State of Florida, and resolutions were approved by the convention:

A Joint Resolution Proposing an Amendment to Article XII, of the Constitution of the State of Florida, Relative to Education, to Be Known as Section 16 of Said Article, Providing for the Levy of a Special Tax for the Support and Maintenance of the Rural Graded, Junior and Senior High Schools, and the University of the State of Florida, the Florida Female College, the Institute for the Blind, Deaf and Dumb, and the Colored Normal School.

Be it Resolved by the Legislature of the State of Florida:

That the following amendment to Article XII, of the Constitution of the State of Florida, to be known as Section 16 of said article, be, and the same is hereby, agreed to and shall be submitted to the electors of the State at the next general election of Representatives, to be held in the year 1910, for ratification or rejection:

Section 16. A special tax of one mill on the dollar of all taxable property in the State shall be levied annually, half of which amount shall be apportioned to the counties for the maintenance of Rural Graded, Junior and Senior High Schools; the other half to be used for the equipment and maintenance of the University of the State of Florida, the Florida Female College, the Institute for the Blind, Deaf and Dumb, and the Colored Normal School, which shall be paid in to the State Treasurer and set apart by him to the credit of the State Board of Education to be apportioned and disposed of for the benefit of said institutions as required by the act creating and maintaining the same, known as Chapter 5384, of the Laws of Florida, approved June 5th, 1905.

A Joint Resolution Proposing to Amend Section 10, of Article XII, of the Constitution, Relative to Education.

Be it Resolved by the Legislature of the State of Florida:

That Section Ten (10), of Article Twelve (12), of the Constitution of the State of Florida, be, and the same is hereby, amended so as to read as follows, viz.:

Section 10. The Legislature may provide for the division of any county or counties into convenient school districts, and for the election every four years of three school trustees, who shall hold their office for four years, and who shall have the supervision of all the schools within the district; and for the levying and collection of a district school tax for the exclusive use of public free schools within the district whenever a majority of the qualified electors thereof that pay a tax on real or personal property shall vote in favor of such levy; Provided, That any tax authorized by this section shall not exceed five mills on the dollar in any one year on the taxable property of the district.

That the foregoing amendment to Section 10, of Article XII, of the Constitution, is hereby agreed to and the same shall be submitted to the electors of the State for approval or rejection at the next general election to be held on the first Tuesday after the first Monday in November, A. D. 1910.

Mrs. T. M. Shackelford, president of the Florida Federation of Woman's Clubs, was given the opportunity to present to the convention three bills, which were referred to the proper committees.

A motion prevailed that the chairman of the convention appoint a committee of three to prepare a course of study for the colored schools providing for industrial education.

Resolved, by the County Superintendents and School Officials of Florida, in convention assembled, That County Boards of Public Instruction are strongly recommended

to so amend their courses of study for the colored people as to introduce industrial education in the fifth grade, and continue same, together with grammar grade elementals up to and including the eighth grade, and to discontinue the so-called colored high schools, thus giving them such training as will make their race of better service to themselves and to the nation.

Resolved, First, That it is the sense of this convention that a county local option compulsory educational law should be enacted by the next Legislature.

Second—That said law require an attendance of all children in the county between the ages of 7 and 14 for a term of at least four months in each school year.

Third—That the supervisor or trustees be made the truant officer or officers of his or their district.

Fourth—That any school district may become a compulsory school district upon filing with the County Board of Public Instruction a petition of the majority of the patrons of such district.

Fifth—When a district is created, it shall be the duty of the County Board of Public Instruction to enforce the law.

Whereas, There is pending in Congress at this time a bill to encourage and promote the study of agriculture in the several States of the Union, known as the Davis bill; and

Whereas, Such assistance by the Federal Government at this time, when the various educational forces of the State are making such earnest efforts to better the agricultural conditions, would result in lasting benefit to the whole State; therefore, be it

Resolved, That the County Superintendents and High School Principals, in convention assembled, do hereby respectfully request our Senators and Representatives to urge the passage of the Davis bill, or a similar one.

A Bill to be Entitled an Act to Amend Section 358, of the General Statutes of the State of Florida, Relating to Penalty for Cheating.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That Section 358, of the General Statutes of the State of Florida, relating to penalty for cheating, be, and the same is hereby, amended to read as follows:

358. Any person or persons who shall be found guilty of securing, or attempting to secure, the prepared questions, or who shall furnish the prepared questions to any teacher or other person in any other way than prescribed by this act, shall be punished by imprisonment not exceeding one year, or by fine not exceeding five hundred dollars.

Sec. 2. All laws or parts of laws in conflict with this act are hereby repealed.

Sec. 3. This act shall take effect immediately upon its passage and approval by the Governor.

A Bill to be Entitled an Act to Amend Section 1, of Chapter 5387, of the General Statutes of the State of Florida, Relative to the Establishment of Kindergartens.

Be it Enacted by the Legislature of the State of Florida:

Section 1. Establishing Kindergartens: That any County Board of Public Instruction or Board of Trustees of any special tax school district is hereby empowered to establish and maintain kindergartens in communities guaranteeing the attendance of twenty-five (25) kindergarten pupils above the age of four years.

Whereas, There are some buildings used for school purposes in the State that are not provided with adequate fire escapes; be it hereby

Resolved, By the County Superintendents and High School Principals, That we request the Legislature to require the County Boards of Public Instruction of the

several counties to provide adequate fire escapes for all buildings used above the first floor for school purposes, and to further provide that all doors in buildings of more than one story shall open outward.

2:30 P. M.

The convention assembled in the chapel hall of Columbia College, where the discussion of the committee reports was resumed.

At 4 o'clock the convention adjourned to inspect the buildings and grounds of the college, and to witness a basketball game in the gymnasium.

The members of the convention were served a delightful supper in the mess hall at 6:30 o'clock, and at the conclusion of which many felicitous speeches were made.

At 8:30 o'clock the convention repaired to the college chapel and listened to a short address by Dr. Routzhan upon the subject of "Tuberculosis." Dr. Nunnally then introduced Dr. J. T. Henderson, of Bristol, Va., as the speaker of the evening. Dr. Henderson delivered an eloquent address, his subject being "The Layman's Missionary Movement."

Then the following program was most acceptably presented:

COLUMBIA COLLEGE AUDITORIUM.

Wednesday, March 17, 8 O'Clock P. M.

- | | |
|--|-------------------------|
| William Tell | Rossini-Gottschalk |
| | Misses Black and Petty. |
| A May Morning..... | Denza |
| | Mrs. W. H. Lowry. |
| (a) Diplomacy of Sagassity Lisbeth.... | Alice R. Forsyth |
| (b) Encouragement..... | Paul Lawrence Dunbar |
| | Miss Petty. |
| (a) Lieti Signora (Huguenots) | Meyerbeer |
| (b) Forever, Love, Forever..... | Rhys-Herbert |
| | Miss Nigro. |

Polonaise Sitt
 Miss Black.
 Blow, Thou Winter Wind.....Serjeant
 Miss Julian.

The convention gave Dr. Nunnally and the faculty of Columbia College a rising vote of thanks for the delightful entertainment.

THURSDAY, MARCH 18, 9 A. M.

Convention called to order by chairman.

Prayer by Dr. C. J. Heatwole.

The following letter from Governor Albert W. Gilchrist, in response to an invitation to address the convention, was read:

State of Florida, Executive Chamber.
 Tallahassee, March 17, 1909.

Hon. W. M. Holloway, Chairman; Hon. J. H. Brinson,
 Secretary, Lake City, Fla.

Gentlemen: I thank the convention of Superintendents and School Officials for the cordial invitation to address the convention on March 18th. I am very busily engaged in examining reports of the various State officials and in preparing my message for the Legislature. I regret that it will be impossible for me to accept the invitation.

I take much interest in the school matters of this State and in the education and training of our youth. I have met many of the superintendents and school officials of our State. They have all impressed me with their seriousness and earnestness in the cause of education. I am satisfied that you gentlemen will take the best measures for the continued development of the educational interests of our State.

With best wishes, very sincerely yours,

ALBERT W. GILCHRIST, Governor.

The following telegram was read :

DeLand, Fla., March 18, 1909.

Hon. W. M. Holloway, Care Teachers' Association, Lake City, Fla.: The teachers will have a true friend in Speaker Alexander.

J. E. ALEXANDER.

A Bill to be Entitled an Act Requiring Teachers' Summer Training Schools, and Making Appropriations Therefor. Whereas, The value of the public school system is measured by the character of the teachers employed; and Whereas, Teachers' Summer Training Schools are recognized as among the most potent means of improving teachers and as being the form of normal instruction which reaches the largest number of teachers, and hence whose benefits are most widespread; therefore,

Be it Enacted by the Legislature of the State of Florida:

Section 1. That the sum of four thousand dollars for the year 1909, and four thousand dollars for the year 1910, or so much thereof as may be necessary, be, and the same is hereby, appropriated for the purpose of maintaining such Teachers' Summer Training Schools, provided impartially for teachers of both races, at the location of the University of the State of Florida and the Florida Female College, for white teachers, and at the location of the Colored Normal School, for colored teachers. These schools to be taught by such instructors as the State Superintendent of Public Instruction may appoint, and to be held at such times as he may designate.

Sec. 2. The Comptroller is hereby authorized to draw warrants, upon the requisition of the State Superintendent of Public Instruction, out of any funds in the treasury not otherwise appropriated, for the amounts appropriated in Section 1 of this act.

Sec. 3. It shall be the duty of the State Superintendent of Public Instruction to submit a report to the next General Assembly, showing the number and location of schools

conducted by means of this appropriation, the number of teachers attending each, by race and sex, the conductors of each school, with the number of days' service rendered by each, and the amount paid each; and to submit vouchers for every dollar paid out of this fund.

Sec. 4. All laws in conflict with this act are hereby repealed.

Sec. 5. This act shall take effect upon its passage and approval by the Governor.

A Bill to be Entitled an Act to Make an Appropriation to Secure a Better Attendance upon Teachers' Summer Training Schools.

Whereas, Chapter 5384, Laws of Florida, known as the Buckman bill, provides that Teachers' Summer Training Schools shall be held only at the location of the University of the State of Florida, the Florida Female College and the Colored Normal School; and

Whereas, The traveling expenses incident to and attendant upon these schools are in many cases very large on account of the distance traveled; therefore,

Be it Enacted by the Legislature of the State of Florida:

Section 1. That in order to secure a better attendance upon Teachers' Summer Training Schools, the sum of two thousand five hundred dollars (\$2,500.00) for the year 1909, and two thousand five hundred dollars (\$2,500.00) for the year 1910, or so much thereof as may be necessary, be, and the same is hereby, appropriated out of any moneys in the treasury not otherwise appropriated to defray the traveling expenses of attendants upon these Teachers' Summer Training Schools, under the conditions prescribed in Section 2 of this act, and under such further regulations as the State Board of Education may elect; Provided, That should the amounts appropriated prove insufficient for the purposes for which the same are appropriated, the said amounts may be prorated.

Sec. 2. Any teacher or prospective teacher above the age of sixteen years, who will make an affidavit to the State Superintendent in writing to the effect that he or she intends to teach in the public schools of the State of Florida for at least one year, is eligible to receive a sum equal to the amount of the cost of railroad and steamship fare for the distance actually traveled in going to and returning from the Teachers' Summer Training School nearest to his or her place of residence; Provided, That no expenses shall be allowed any teacher living in the county where one of these schools is located.

Sec. 3. The Comptroller is hereby authorized to draw warrants upon the requisition of the State Superintendent of Public Instruction for the amounts appropriated in Section 1 of this Act.

Sec. 4. All laws or parts of laws in conflict with the provisions of this Act are hereby repealed.

Sec. 5. This Act shall go into effect upon its passage and approval by the Governor.

A Bill to be Entitled an Act to Amend Section 378, of the General Statutes of the State of Florida, Relating to Pay of Grading Committee.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That Section 378, of the General Statutes of the State of Florida, relating to pay of Grading Committee, be, and the same is hereby, amended to read as follows:

378. It shall be the duty of the County Board to pay the members of the grading committee four dollars per day, and ten cents a mile each way, one trip, for the actual distance traveled, and for the time necessary for them to perform their work. In estimating a day, ten hours' actual service shall be counted a day, and not more than five days shall be allowed for the completion of the grading of all the papers after any examination.

Sec. 2. All laws or parts of laws in conflict with this Act are hereby repealed.

Sec. 3. This Act shall take effect immediately upon its passage and approval by the Governor.

An Act Authorizing Special Tax School Districts to Erect and Improve School Buildings, and to Issue Bonds Therefor.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That when in the judgment of the District Trustees of any special tax school district, now established or hereafter to be established, a new school building should be erected or any permanent repairs or additions should be made to any present school building, within such special tax school district, the said Trustees, or a majority of them, of such special tax school district shall call an election for the purpose of submitting to the qualified electors of said special tax school district, who pay a tax on real or personal property, on the day of the election called, the questions: (1) Whether or not the school building shall be erected or the improvements made, as the case may be; (2) The amount of indebtedness to be incurred therefor; (3) The amount of millage to be allowed for such purpose, not to exceed the maximum under the law. But before holding such election the call therefor shall be published for thirty days prior to such election in a newspaper published in said district, and if there be no such newspaper so published then such call to be published for said time in a newspaper published at the county site in which such district is situated.

Sec. 2. That the three Special Tax School District Trustees, or a majority of them, shall hold and be the managers of such election, and the questions to be voted upon shall be submitted by ballot, as in manner upon any question submitted at any general election, to the qualified electors of said district who pay a tax on real or personal property, and the results of such election shall

be determined by a majority vote of such electors so voting at the election; and after canvassing the votes so cast the said managers shall declare the results of such election, and shall make a certificate in duplicate of such results properly verified under oath by them, one of which they shall keep as school district trustees and record it in their records as such trustees; and the other certificate, with the votes cast, shall be transmitted to the Board of Public Instruction of the County; which certificate, if the Board finds it correct, shall be endorsed with their approval and recorded in their records or minutes. The managers of any such election shall make such returns to the Board of Public Instruction within five days after holding such election; and any contest of such election shall be made, within thirty days thereafter, to the Board of Public Instruction of the County, who shall determine such contest upon the certificate so made by the managers, and, if necessary, by a recanvass of the votes transmitted to them. Upon any contest the Board of Public Instruction shall either confirm the action of the managers as stated in the certificate of the results of the election or declare the election invalid.

Sec. 3. If the result of any such election shall be in favor of erecting any new school building or repairing and improving any school building, in the special tax school district, then the school district trustees, or a majority of them, are authorized to contract for the same in accordance with the results of such election; and for the purpose of negotiating or making any such contract, and in carrying out and in settling and liquidating the same, the said trustees are authorized to issue special tax school district bonds which would be marketable, in serial number of denominations of \$100.00 to \$1,000.00, as would be most advantageous, to an amount as voted for at said election, to mature within twenty years from their date, and to bear interest at a rate not to exceed 8 per cent. per annum.

Sec. 4. That the bonds so issued shall be executed in the names of said special tax school district trustees, or a majority of them, as a body corporate for said special tax school district, and such bonds shall be a first lien upon the building to be erected or the repairs and improvements to be made, and also upon the lot or parcel of land on which the building is to be erected or improvements are to be made; and said bonds shall also be a first lien upon and against the entire amount of millage as voted for in Section One of this Act or any increase thereof by any subsequent law; and said millage shall not be decreased until such bonded indebtedness shall be fully liquidated; and the amount so arising from said millage shall be known as the special tax school district building fund, and shall be disbursed by the order of the special tax school district trustees upon the Board of Public Instruction of the County, to meet the payment of the bonds so issued as they mature or to settle the interest thereon. But before any such bonds shall be issued for any such purposes the title to the lot or parcel of ground upon which such building or improvements may be erected or made shall be good, and clear of all claims or liens of whatsoever kind; and it shall be the duty of the said special tax school district trustees to see that the said title is of such character; and it shall be their duty also to keep such building or improvements, after completion, properly insured as security for the payment of said bonds.

Sec. 5. That the managers of said election shall be paid \$2.00 each for holding such election; all necessary expenses concerning said election and issuing such bonds and insuring said property shall be audited and paid by the Board of Public Instruction of the County out of the special tax school fund belonging to such special tax school district.

Sec. 6. That this Act shall take effect upon its approval by the Governor, or its final passage by the Legis-

lature, and all Acts in conflict with this Act are hereby repealed.

An Act Authorizing and Directing the County Treasurers to Transfer the Surplus Money of the Fine and Forfeiture Fund to the School Fund of the Respective Counties, and That the Same Be Used for School Purposes.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That the County Treasurers of the counties of this State are hereby authorized and directed to transfer quarterly to the School Fund the surplus funds or money in the Fine and Forfeiture Fund, not used in meeting the proper costs and expenditures of said fund, to the school fund of their respective counties; which said surplus shall be used by the County Board of Public Instruction for school purposes as is provided by law. Provided, the County Treasurers shall retain 20 per cent. of all the surplus funds in the Fine and Forfeiture Fund of their respective counties (excepting the net proceeds of fines as mentioned in Section 2 of this Act) towards meeting the expenses of the Fine and Forfeiture Fund for the next ensuing quarter of the year.

Sec. 2. That the net proceeds of all fines collected under the penal laws of the State within the county shall be used exclusively for school purposes within the counties respectively; and it shall be the duty of the Clerk of the Circuit Court for each county as the clerk of the Board of County Commissioners to audit said fines, and to report quarterly to the County Treasurer of his county the net proceeds thereof, upon which said report the County Treasurer of said county shall transfer said amount of net proceeds of such fines so collected to the School Fund of his county.

Sec. 3. That the first quarterly transfer of said funds shall be on July 1, 1909, for the quarter of the year ending June 30th, 1909, and such transfer shall be made quarterly thereafter.

Sec. 4. That this Act shall take effect upon its approval by the Governor, or upon its final passage, and all Acts in conflict herewith are hereby repealed.

An Act for the Relief of the Boards of Public Instruction of the Following Counties: Alachua, Baker, Bradford, Brevard, Calhoun, Citrus, Clay, Columbia, Dade, DeSoto, Duval, Escambia, Franklin, Gadsden, Hamilton, Hernando, Hillsboro, Holmes, Jackson, Jefferson, Lake, Levy, Liberty, Lee, Leon, Madison, Marion, Monroe, Manatee, Nassau, Orange, Osceola, Pasco, Polk, Putnam, St. Johns, St. Lucie, Santa Rosa, Sumter, Suwannee, Taylor, Volusia, Wakulla, Walton, Washington.

Whereas, The Legislature of 1905 appropriated the sum of \$50,000 for the purpose of maintaining and continuing certain schools making an average of eighty per centum of the total enrollment of said school; and

Whereas, Of the said \$50,000 the sum of \$47,047.50 was apportioned among the several counties as follows:

Alachua	\$ 2,170.00
Bradford	280.00
Brevard	80.00
Calhoun	170.00
Citrus	590.00
Columbia	600.00
Dade	190.00
DeSoto	1,540.00
Duval	2,180.00
Escambia	1,612.50
Franklin	390.00
Gadsden	180.00
Hamilton	140.00
Hernando	160.00
Hillsborough	11,306.00
Holmes	950.00
Jackson	1,950.00
Jefferson	530.00
Lake	1,472.50

Leon	1,574.00
Levy	382.50
Manatee	1,260.00
Marion	2,310.00
Nassau	130.00
Orange	2,590.00
Osceola	260.00
Pasco	1,190.00
Polk	2,390.00
Putnam	1,390.00
St. Johns	246.00
St. Lucie	70.00
Santa Rosa	1,630.00
Sumter	980.00
Suwannee	330.00
Taylor	160.00
Volusia	2,184.00
Wakulla	230.00
Walton	1,000.00
Washington	250.00
<hr/>	
Total	\$47,047.50

And Whereas, The Legislature of 1907 appropriated the sum of \$65,000.00 for the purpose of aiding and encouraging the establishment of Public High Schools and Rural Graded Schools, of which appropriation the sum of \$59,800.00 was apportioned to the several counties as follows:

Alachua	\$ 3,960.00
Baker	760.00
Bradford	1,880.00
Brevard	1,320.00
Calhoun	560.00
Citrus	920.00
Clay	1,160.00
Columbia	960.00
Dade	1,920.00

DeSoto	2,040.00
Duval	1,360.00
Escambia	1,680.00
Franklin	960.00
Gadsden	600.00
Hamilton	1,320.00
Hernando	960.00
Hillsborough	4,480.00
Holmes	1,080.00
Jackson	1,920.00
Jefferson	1,680.00
Lake	960.00
Lee	960.00
Leon	1,560.00
Levy	1,480.00
Liberty	200.00
Madison	1,200.00
Manatee	1,680.00
Marion	3,560.00
Monroe	600.00
Nassau	960.00
Orange	2,120.00
Osceola	800.00
Pasco	960.00
Polk	2,480.00
Putnam	960.00
St. Johns	1,520.00
St. Lucie	360.00
Sumter	560.00
Suwannee	800.00
Taylor	1,080.00
Volusia	1,560.00
Wakulla	400.00
Walton	560.00
Washington	960.00

Total\$59,800.00

And Whereas, The sum of \$60,000.00 was also appropriated for the purpose of maintaining and continuing certain schools making an average of eighty per centum of their enrollment, of which the sum of \$59,912.30 was apportioned to the several counties as follows:

Alachua	\$ 2,540.00
Baker	220.00
Bradford	190.00
Brevard	605.00
Calhoun	790.00
Citrus	550.00
Columbia	1,040.00
Dade	4,578.00
DeSoto	1,635.00
Escambia	2,770.00
Gadsden	645.00
Hamilton	60.00
Hernando	130.00
Hillsborough	15,636.00
Holmes	425.00
Jackson	1,170.00
Jefferson	560.00
Lake	1,475.00
Lee	230.00
Leon	2,460.00
Levy	712.00
Liberty	80.00
Madison	570.00
Manatee	1,800.00
Marion	1,390.00
Nassau	200.00
Orange	600.00
Osceola	970.00
Pasco	1,520.00
Polk	920.00
Putnam	840.00
St. Johns	270.00

St. Lucie	440.00
Santa Rosa	2,825.00
Sumter	1,810.00
Suwannee	820.00
Taylor	410.00
Volusia	4,092.00
Wakulla	180.00
Walton	1,607.00
Washington	146.00
Total	<hr/> \$59,912.30

And Whereas, Such sums have not been paid and cannot be paid under a recent decision of the Supreme Court; and

Whereas, The County Boards of Public Instruction of the several counties advanced these sums to the teachers or are under moral obligation to do so, since said teachers have fulfilled their part of the contracts, and such County Boards have acted in good faith, believing that the State would reimburse them for such money expended; and

Whereas, The money appropriated in this bill of relief will reimburse the County Boards of Public Instruction of the various counties for these sums already paid to the teachers or to be paid to them; therefore,

Be it Resolved by the Legislature of the State of Florida:

Section 1. That the sum of one hundred and sixty-six thousand seven hundred and fifty-nine dollars and eighty cents (\$166,759.80) be, and is hereby, appropriated out of any moneys in the Treasury not otherwise appropriated, to be paid to the several County Boards of Public Instruction to reimburse them in the amounts above named.

Sec. 2. The State Board of Education shall require the several County Boards of Public Instruction to make affidavit, signed by the chairman and attested by the super-

intendent, that such sums have been expended. Upon the receipt of such affidavit and notice of same being given to the Comptroller by the State Board of Education, the Comptroller is hereby authorized to draw warrants upon the State Treasurer for such amounts upon the order of the State Board of Education.

Sec. 3. This Act shall go into effect upon its passage and approval by the Governor.

A Bill to be Entitled an Act to Provide for the Investment by the State Board of Education of Florida of the Principal of the State School Fund in Certain Obligations to Counties Within the State, and the Mode of Creating Said Obligations.

Be it Enacted by the Legislature of the State of Florida:

Section 1. Whenever one-fourth of the qualified voters of any county who pay taxes upon real or personal property in such county shall petition the County Board of Public Instruction to hold an election to determine whether such county shall incur any indebtedness for the purpose of purchasing real estate to be used for educational purposes or for the erection of a school building or buildings, or for the purpose of refunding any outstanding indebtedness incurred for school purposes, it shall be the duty of the County Board of Public Instruction of such county to order an election to be held in such county at such time and place as said Board may direct to determine whether such county shall incur such indebtedness and the amount of indebtedness which shall be incurred, and when the same shall mature. Provided, That no county shall incur any indebtedness for such purpose that would necessitate the levy of a greater millage tax than that limited by the Constitution for public free schools in order to provide for the interest on such indebtedness, and an annual sinking fund of an amount ample to provide for the retiring of such indebtedness at ma-

turity and the maintenance of the public free schools in such county.

Sec. 2. The petition mentioned in Section 1 of this Act shall prescribe the amount of indebtedness to be incurred, the rate of interest which the same shall bear, and when the said indebtedness shall mature. The Board of Public Instruction shall incorporate in its order calling such election the amount of indebtedness which it is purposed shall be incurred, the rate of interest which the same is to bear, and the time when such indebtedness shall mature. The order of the Board of Public Instruction shall be published prior to such proposed election once each week for four successive weeks in a newspaper published in the county having a general circulation throughout the county. The last publication of such notice shall not be longer than one week prior to the holding of such election. But if no newspaper be published in such county, then the Board of Public Instruction of such county shall cause said order to be posted in three public places in said county for four weeks prior to such election.

Sec. 3. It shall be the duty of the County Board of Public Instruction, at the time of calling such election, to appoint three inspectors and one clerk for each polling place for said election, whose duty shall be the same as those of like officers in a general election except as hereinafter stated. The County Board of Public Instruction shall, at the time of publishing said notice, publish the names of such inspectors and clerk in the same newspaper in which the order calling the election is published, and such list shall be published for the same period of time, and if no newspaper is published in said county, then the County Board of Public Instruction shall publish the names of such inspectors and clerk by posting a list thereof in three public places in said county for the same period of time as is herein provided for the publication of the order calling the election. All elections held under the provisions of this Act shall be conducted

as nearly as can be in accordance with the laws governing general elections under the laws of this State.

Sec. 4. All persons who pay taxes upon real or personal property in the county where such an election is held, and who are otherwise qualified, may participate in such election.

Sec. 5. The Supervisor of Registration shall open the registration books of the county and shall keep the same open at his office every day in the week except Sunday from 9:00 o'clock a. m. to 12:00 o'clock m., and from 2:00 o'clock p. m. until 5:00 o'clock p. m. from the date of the first publication of the order of the County Board of Public Instruction calling such election until one week prior to the date of such election for the registration of electors. The district registration officers shall keep the registration books for such district open at some convenient place therein for the purpose of registration at least three days in each week, from 9:00 o'clock a. m. to 12:00 o'clock m., and from 1:00 o'clock p. m. to 7:00 o'clock p. m. from the date of the first publication of the order made by the County Board of Public Instruction calling such election until one week prior to the date of holding such election. It shall be the duty of the Tax Collector and Supervisor of Registration to furnish the inspectors of each polling place, prior to the holding of such election, a certified list of all the electors who are qualified under this Act to participate in such election.

Sec. 6. At the close of the election at each polling place in each election district, the inspectors and clerk shall immediately proceed to open the ballot box, and in the presence of the public, if there be any present who desire to witness the canvass of ballots, count the ballots therein and continue such count without adjournment or interruption until the same is completed. The ballots shall be first counted, and if the number of ballots shall exceed the number of persons who shall have voted, as may appear by the poll list kept by the clerk, and by the stubs de-

tached by the inspectors, the ballots shall be replaced in the box and one of the inspectors shall publicly draw out and destroy, unopened and unexamined, as many of such ballots as shall be equal to such excess. The canvass being completed, the result shall be publicly proclaimed. Duplicate certificates of the result of such election shall be drawn up by the inspectors or clerk at each and every election district, and it shall contain in words written at full length the number of votes cast in the affirmative, and the number of votes cast in the negative of the proposition submitted at such election, which certificates shall be signed by the inspectors and clerk, and one of such certificates shall be by one of the inspectors delivered without delay, securely sealed, to the Supervisor of Registration and the other to the chairman of the County Board of Public Instruction; and the poll list and oaths of the inspectors and clerk, together with all ballot boxes, ballots, ballot stubs, memoranda and papers of all kinds used by the inspectors and clerk in conducting such election, shall also be transmitted, sealed up by the inspectors with the certificates of the result of the election, to the Supervisor of Registration, to be filed in his office.

Sec. 7. On the 6th day after any election held under the provisions of this Act, or sooner if the returns shall have been received, it shall be the duty of the Board of Public Instruction and the Supervisor of Registration to meet in the office of the County Superintendent of Public Instruction and canvass the returns of such election as made by the inspectors and clerk of the election, and then and there declare the result of said election. A majority of the members of the County Board of Public Instruction and the Supervisor of Registration shall be authorized to make such canvass. Immediately after such canvass shall have been made, it shall be the duty of the County Board of Public Instruction and the Supervisor of Registration to make out in duplicate certificates of the result of such

canvass. All certificates shall be signed by the Supervisor of Registration and the members of the County Board of Public Instruction, which certificates shall contain a copy of the order of the County Board of Public Instruction calling such election, the dates when the said order was published, the date upon which the election was held, the number of ballots cast at such election by precincts, the number of ballots cast in the affirmative of the proposition submitted, and the number of votes cast in the negative, and such certificates shall contain a recapitulation of the ballots cast at such election and the total number cast in the affirmative and the total number cast in the negative of the proposition. One of said certificates shall be transmitted by the County Board of Public Instruction through its chairman to the Clerk of the Circuit Court and by him shall be recorded at length in the Minutes of the Circuit Court. The other certificate shall remain on file in the office of the County Superintendent of Public Instruction. All the expense incurred in the holding of such election shall be paid by the County Board of Public Instruction out of the school fund of such county.

Sec. 8. The ballots to be used in any election that may be held under the provisions of this Act shall be provided by the County Board of Public Instruction, and shall be printed in plain type upon plain white paper so thick that the print cannot be distinguished from the back, and with sufficient margin on the left to easily permit marking before the proposition a cross mark, and shall be substantially in the following form:

Official Ballot, election A. D. 19....

Precinct No., County.

Make a cross mark (x) before the affirmative or negative of the following proposition:

Shall the county of.....incur indebtedness to the amount of \$....., to mature in years, at per cent. interest (please state here the purpose for which elections called)? Yes.

Shall the county ofincur indebtedness to the amount of \$..... to mature in years, at per cent. interest (please state here the purpose for which election is called)? No.

Sec. 9. If a majority of the votes polled at such election shall be in favor of incurring such indebtedness, the County Board of Public Instruction of such county shall be authorized to borrow money to the amount voted for at such election and at the rate of interest specified for the purpose of purchasing real estate to be used for educational purposes or for the erection of a school building or buildings, or for the purpose of refunding any outstanding indebtedness incurred for school purposes, and such County Board of Public Instruction is hereby authorized and empowered to issue its promissory note or notes for such loan, said note to be signed by the County Board of Public Instruction by its chairman, and attested by the County Superintendent of Public Instruction.

Sec. 10. Whenever any county in this State shall vote to incur any indebtedness for educational purposes, as is provided herein, the State Board of Education of Florida shall be, and it is hereby, authorized to loan to the County Board of Public Instruction, out of the principal of the State School Fund, an amount not to exceed the sum of one per cent. of the assessed valuation as shown by the last preceding assessment roll. Such sums of money may be loaned by the State Board of Education of Florida upon five per cent. interest, and in the event such loan is made the State Board of Education of Florida shall be and it is hereby empowered to retain from the annual apportionment of the interest accruing from the State School Fund to any county borrowing under these regulations such a proportion of all of such apportionment as may be made to said county as will pay the annual interest due on said loan; if such amount is not sufficient to pay the full amount of the annual interest, then the State Board of Education of Florida shall retain in like

manner such an amount or all of such apportionment due to said county from the one mill school tax as will pay the remainder of the annual interest due, and shall then pay the surplus of the said one mill tax or interest accruing upon the said school fund to the county.

Sec. 11. Any County Board of Public Instruction borrowing money from the State School Fund, as provided in these regulations, shall set aside as a separate sinking fund at the beginning of each fiscal year a sum of money ample to pay the proportionate amount of said loan at its maturity, and the County Board of Public Instruction is hereby authorized to repay said loan in yearly installments of not less than five hundred dollars (\$500.00).

Sec. 12. The County Treasurer shall receive no commission upon the moneys which may be covered into the Treasury and which may be borrowed under the provisions of this Act.

Sec. 13. Whenever any County Board of Public Instruction shall borrow money from the principal of the State School Fund, as herein provided, said County Board shall issue to the State Board of Education of Florida its promissory note, which shall be substantially in the following form:

NOTE.

\$....., Fla., 19..

On or before, 19...., the Board of Public Instruction for the County of, State of Florida, promises to pay to the State Board of Education of the State of Floridadollars, for value received, with interest at the rate of 5 per cent. (5%) per annum. Said Board of Public Instruction for the County of, State of Florida, hereby agrees that the State Board of Education of Florida may retain such a part, or all, of the county's proportion of the interest on the State School Fund, and if such interest is not sufficient to pay the annual interest on this note, then the Board of Public Instruction for the County of,

State of Florida, agrees that the State Board of Education of Florida may retain such a part or all of the county's proportion of the one (1) mill tax as may be necessary to make up the remainder of the annual interest due on this note.

The Board of Public Instruction for the County of, State of Florida, also agrees to set aside and invest as a separate sinking fund a sum each year ample to pay the annual proportion of the principal of this note.

The Board of Public Instruction for the County of, State of Florida.

By (Seal)
Chairman.

Attest (Seal):, County Superintendent
of Public Instruction for the County of,
State of Florida, and Secretary of the Board.

Sec. 14. Whenever any county shall vote to borrow money under the provisions of this Act, it shall be the duty of the County Board of Public Instruction to make an estimate each year of the amount of money necessary to be raised by taxation for the purpose of paying the annual interest upon said indebtedness, and the creation of a sinking fund as herein provided, and express the same in mills, and shall submit said estimate to the County Commissioners on or before the first day of June of each year, and it shall be the duty of the County Commissioners of such county to enter upon their minutes the rate necessary to be levied for such purposes, and report the same to the Assessor, who shall enter the same upon the assessment roll in a separate column and shall add the full amount of taxes for all county purposes, including such rate under one head in the assessment roll. Such tax shall be collected by the Collector in the same manner as is provided by law for the collection of other taxes.

Sec. 15. All laws and parts of laws in conflict with the

provisions of this Act are hereby repealed, and this Act shall take effect immediately upon its passage.

Whereas, Section 4, Article 12, of the Constitution of the State of Florida, provides that the State School Fund shall be derived in part from twenty-five per cent. of the sales of public lands; and

Whereas, The Trustees of the Internal Improvement Fund have sold much of the public lands and have paid into the State School Fund only the sum of \$33,673.51; therefore,

Be it resolved, First, That the County Superintendents and High School Principals, in convention assembled, hereby respectfully request the Trustees of the Internal Improvement Fund to render an accounting to the State Board of Education of such sales and prices obtained as soon as practicable.

Second, That these resolutions be inscribed in our minutes and a copy be sent to the Trustees of the Internal Improvement Fund.

A Bill to Make Mandatory at Least One High School in Every County.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That, beginning with the school year 1909-10, it shall be the duty of the Board of Public Instruction of each and every county in the State of Florida to maintain at least one high school for a full term of eight months in every year with a corps of teachers one or more of whom shall be capable of giving approved instruction in the subjects embraced in the State high school course of study.

Sec. 2. As soon as pupils in said school are qualified to pursue the course of study prescribed by the State for a junior or senior high school, it shall be the duty of the Board of Public Instruction to cause such course to be taught.

Sec. 3. Instruction in such school shall be free to every pupil within the county who may be prepared to enter any of the high school grades and desiring to enter said high school. Provided, That any such school not having pupils sufficiently advanced in their studies to create high school grades shall be maintained and operated for eight months in each and every year until the high school course can be introduced and thereafter maintained annually as a high school.

Sec. 4. The County Board of Public Instruction of any county failing to comply with the provisions of this Act shall be subject to removal by the Governor for failure to discharge its duty to the educable youth of the county.

Sec. 5. All laws or parts of laws in conflict with this Act are hereby repealed.

2:30 P. M.

Dr. Edward Conradi, Chairman Executive Committee F. E. A., announced that the Florida Education Association would hold its next meeting at DeLand during the Christmas holidays, and urged a large attendance upon the same.

A motion prevailed that it is the sense of this convention that each member should exercise all legitimate influence with his representatives in the Legislature in favor of the legislation recommended by this convention.

A Bill to be Entitled an Act to Amend Sections 365, 366 and 367, of the General Statutes of the State of Florida, Relating to the Certification of Teachers, Third Grade Certificates, Second Grade Certificates, and First Grade Certificates.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That Sections 365, 366 and 367, of the General Statutes of the State of Florida, relating to Third

Grade Certificates, Second Grade Certificates, and First Grade Certificates, respectively, be and the same are hereby amended to read as follows:

365. A Third Grade Certificate shall be issued to any eligible applicant who, in the uniform examination in Penmanship, Orthography, Reading, Geography, Arithmetic, English Grammar, United States History, Physiology, Theory and Practice of Teaching, Composition, and the Elements of Agriculture, shall have made a grade in no branch below 40 per cent., and an average grade of 60 per cent. in all the above branches.

A Third Grade Certificate shall be valid for two years from the date of issue, except as otherwise provided by law.

366. A Second Grade Certificate shall be issued to any eligible applicant who, in the uniform examination in all branches prescribed for a Second Grade Certificate, shall have made a grade in no branch below 50 per cent., and an average of 75 per cent. in all the aforesaid branches.

A Second Grade Certificate shall be valid for four years from date of issue, except as otherwise provided by law.

Whenever a teacher shall have obtained a Second Grade Certificate in the regular uniform examination making an average of 85 per cent. and shall have presented satisfactory evidence to the County Superintendent under whom he has been last teaching that he has taught regularly and successfully for a period of six years under a Second Grade Certificate, such County Superintendent may extend the life of said certificate for a period not exceeding four years, provided that such extended certificate shall be valid only in the county where such certificate is extended.

367. A First Grade Certificate shall be issued to any eligible applicant who shall have been examined in all the branches prescribed for a Third Grade Certificate, and in Civil Government, Algebra, and Physical Geography, and who shall have made a grade in no branch below 60

per cent. and an average of 80 per cent. in all the aforesaid branches.

A First Grade Certificate shall be valid for five years from date of issue, except as otherwise provided by law.

Sec. 2. All laws or parts of laws in conflict with this Act are hereby repealed.

Sec. 3. This Act shall take effect immediately upon its passage and approval by the Governor.

A Bill to be Entitled an Act to Amend Section 370, of the General Statutes of the State of Florida, Relating to State Certificates.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That Section 370, of the General Statutes of the State of Florida, relating to State Certificates, be, and the same is hereby, amended to read as follows:

370. A State Certificate may be issued by the State Superintendent to any eligible applicant who shall have taught twenty-four months in all, eight months under a First Grade Certificate obtained in this State, or an equal length of time under an equal or better certificate in some other State, and shall have passed an examination conducted by the State Superintendent of Public Instruction on geometry, trigonometry, physics, botany, zoology, Latin, rhetoric, English literature, psychology and general history, and shall have made an average grade of 85 per cent., with a grade in no branch below 60 per cent.

A State Certificate shall be valid for five years from date of issue, and shall be valid throughout the State.

Sec. 2. All laws or parts of laws in conflict with this Act are hereby repealed.

Sec. 3. This Act shall take effect immediately upon its passage and approval by the Governor.

A Bill to be Entitled an Act to Amend Section 371, of

the General Statutes of the State of Florida, Relating to Life Certificates.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That Section 371, of the General Statutes of the State of Florida, relating to Life Certificates, be, and the same is hereby, amended to read as follows:

371. A Life Certificate, good in any part of the State and of perpetual validity, may be issued by the State Superintendent of Public Instruction, without examination, to any teacher holding a State Certificate issued since January 1, 1894, and who has successfully done high school or college teaching in this State for a period of eight months under a State Certificate, and who shall present satisfactory endorsement showing eminent ability in teaching and school government from three persons holding Life Certificates.

Sec. 2. All laws or parts of laws in conflict with this Act are hereby repealed.

Sec. 3. This Act shall take effect immediately upon its passage and approval by the Governor.

A Bill to be Entitled an Act to Provide for the Issuing of Teachers' First Grade Certificates, also State Certificates, to Persons Holding a Diploma from the Normal Department of the University of the State of Florida or from the Normal Department of the Florida Female College.

Whereas, The University of the State of Florida and the Florida Female College each has a Normal Department in which a thorough course of four years is required before persons are granted a diploma, and the branches taught in this Normal Course are the same as those required in a First Grade Teachers' Certificate, also in a State Certificate, issued under the Uniform Examination of the State of Florida; and

Whereas, The Normal Departments of the University

of the State of Florida and the Florida Female College are under the direction and control of the Board of Control and the State Board of Education; therefore,

Be it Enacted by the Legislature of the State of Florida:

Section 1. That any person holding a diploma from the Normal Department of the University of the State of Florida or the Florida Female College shall be, and is hereby, entitled to a First Grade Teachers' Certificate, and such certificate to all intents and purposes shall be the same as a First Grade Certificate issued under the Uniform Examination of the State of Florida.

Sec. 2. Whenever the holder of a diploma issued from the Normal Department of the University of the State of Florida or the Florida Female College shall apply to the County Superintendent of any county in the State for a First Grade Teachers' Certificate, he shall without examination issue to such person such certificate.

Sec. 3. Whenever the holder of a First Grade Certificate issued under the provisions of this Act shall present to the State Superintendent satisfactory evidence that he has taught school successfully in this State for a period of eighteen months, it shall be the duty of the State Superintendent to issue a State Certificate to such applicant.

Sec. 4. All laws or parts of laws in conflict with this Act are hereby repealed.

Sec. 5. This Act shall take effect immediately upon its passage and approval by the Governor.

The following committee was appointed by the State Superintendent to consider the question of State Certificates and report to the Superintendents' Convention at a session to be held two years hence: L. W. Buchholz, W. N. Sheats, R. E. Hall, W. B. Clarkson, H. A. Ferrell, W. S. Cawthon, T. B. Kirk.

The following resolutions on the question of text-books were endorsed by the convention.

Resolved, That this Convention of County Superintendents of Public Instruction, members of County Boards of Public Instruction, principals of High Schools, assembled at Lake City, March 16, 17 and 18, does hereby reaffirm and emphasize the opposition of the educators of Florida to what is known as State uniformity of text-books.

Resolved, That this convention endorses county uniformity of text-books.

Resolved, That this convention believes that Florida should have the cheapest text-books, as well as the best text-books.

Resolved, That a copy of these resolutions be sent to the Governor and members of the State Board of Education and to each member of the Legislature.

The following was also adopted:

Whereas, The modus operandi of holding the Teachers' Examination is defective, and that the fatigue and cost of the examination to the individual teacher may be greatly reduced by substituting for the present system some manner of State Examining Board, and that a system of examination may be devised whereby the examination may better test teaching ability and be largely oral; therefore,

Resolved, That the committee of seven appointed to consider the question of State Certificates be directed also to investigate, prepare and submit a bill along with their other report providing the mode of Teachers' Examinations to be adopted in this State.

Be it Resolved, First—That whereas the Florida School Exponent is the only general educational journal published in Florida; and whereas, the distances in the State are so great that it is not possible to have the intercourse and the reciprocal help that should be between schools of a great school system; and whereas, the aim of the Exponent is to keep schools, school teachers and school officers in touch with each other all over the State, be it re-

solved that the County Superintendents should strongly urge upon all teachers in their employ that they become subscribers to this magazine.

Second—That whereas the editor of the Exponent needs the co-operation of all county school officials and high school principals, be it resolved that each member of this convention should use his best endeavor to furnish to the Exponent school news and items of general educational interest, not later than the twenty-fifth of each month.

Third—That whereas the editor of the Exponent intends to conduct a free want column voicing the need for teachers in any district and the needs of teachers wishing positions in the State, be it resolved that County Superintendents and the members of county school boards should use this medium as freely as possible for making their wants known.

Resolved, That a committee on school legislation, consisting of the State Superintendent ex-officio and six members, who, in conjunction with the State Board of Education, be empowered to represent this convention before the Committee on Education of the next Legislature in an effort to secure favorable and proper action by that body; this committee to be named by the chairman of this convention.

Resolved, That the committee on legislation be hereby instructed to draft and present to the Legislature a bill more clearly defining the powers, duties and authority of special tax school districts and the trustees thereof.

Be it Resolved, That this convention place itself on record as approving the sentiment of pensioning aged teachers.

Resolved, First—That we extend to the citizens of Lake City, Superintendent J. W. Burns and the committees who aided him so ably, our sincere thanks for their cour-

tesy and hospitality in their untiring efforts to make our stay in their midst a pleasant one.

Second—That we extend to the Woman's Club of Lake City, to Colonel Appleyard and wife, and to Dr. Nunnally and Columbia College, and to Principal Fulks, our most hearty appreciation of their efforts to make our stay delightful.

Third—That we extend to the hotels and boarding houses our appreciation of their efforts to furnish us with adequate accommodations.

Fourth—That we thank the county officers for the liberal use which they have granted us of their court house and individual rooms.

Fifth—That this convention most heartily endorses the broad-minded and liberal policies of the State Superintendent of Public Instruction, and that we highly appreciate Mr. Holloway's rulings as chairman, as well as the efficient services of the other officers of this convention.

Pending a motion to adjourn, several of the County Superintendents of Public Instruction, in enthusiastic addresses, most cordially invited the convention to hold its next session in their respective home towns.

Superintendent Holloway, chairman of the convention, took occasion to thank the delegates for their attendance upon the convention, and for their enthusiastic interest manifested throughout its sessions. He said that the unprecedented attendance upon the convention, and the active and unusual interest displayed by all of those engaged in educational work, was bound to have a very stimulating effect upon the schools, and that the children of the State, in whose interest the convention had been called, would be the direct beneficiaries of all such efforts.

The convention then adjourned sine die.

The following were in attendance upon the convention :

- Alachua—J. L. Kelley, County Superintendent.
 G. W. Miller, member of Board of Public Instruction.
 W. H. Cassels, Principal High School.
 P. H. Rolfs, Director of Experiment Station at the
 State University.
 George M. Lynch, Professor of Secondary Education,
 State University.
- Baker—W. R. Simmons, County Superintendent.
- Bradford—J. C. Poppell, County Superintendent.
 D. D. Davis, Principal High School.
- Brevard—J. R. Walker, County Superintendent.
 G. S. Singleton, Principal High School.
- Calhoun—P. F. Fisher, County Superintendent.
- Citrus—R. L. Turner, County Superintendent.
- Clay—W. H. Biggs, County Superintendent.
- Columbia—J. W. Burns, County Superintendent.
 J. M. Fielder, member Board of Trustees.
 J. H. Fulks, Principal High School.
 J. W. Shelley, Principal High School.
 Dr. G. A. Nunnally, President Columbia College.
 R. W. Turner, member Board of Public Instruction.
- Dade—R. E. Hall, County Superintendent.
 Dr. W. H. Faris, member Board of Public Instruction.
 Guy I. Metcalf, Trustee Special Tax School District
 No. 1.
 Miss Hattie Carpenter, Principal High School.
 W. B. S. Crichlow, Principal High School.
- DeSoto—J. S. Carlton, County Superintendent.
 E. L. Richardson, member Board of Public Instruc-
 tion.
 H. K. Crews, Principal High School.
- Duval—J. Q. Palmer, County Superintendent.
 W. B. Clarkson, Chairman Board of Public Instruc-
 tion.

Escambia—N. B. Cook, County Superintendent.

W. S. Cawthon, Principal High School.

Franklin—H. A. Ferrell, Principal High School.

J. G. Fertig, Principal High School.

Gadsden—J. R. Key, County Superintendent.

Asa B. Clark, Principal High School.

Hamilton—J. A. Jackson, County Superintendent.

P. F. McCall, Chairman Board of Public Instruction.

W. J. Deas, member Board of Public Instruction.

J. D. Pennington, member Board of Public Instruction.

R. L. Lovell, Principal High School.

Dr. W. H. Russell, Principal High School.

George J. Graham, ex-County Superintendent.

Hernando—W. A. Thaxton, County Superintendent.

Hillsborough—L. W. Buchholz, County Superintendent.

H. C. Harris, member Board of Public Instruction.

Edward Conradi, Principal High School.

Holmes—William A. Jones, Principal High School.

Jackson—C. C. Gunn, County Superintendent.

Jefferson—B. J. Hamrick, County Superintendent.

Charles T. Carroll, Chairman Board of Public Instruction.

W. N. Henderson, Principal High School.

Mrs. B. J. Hamrick.

LaFayette—W. R. Fletcher, County Superintendent.

Lake—W. T. Kennedy, County Superintendent.

J. L. Boone, Principal High School.

Lee—D. W. Sumner, County Superintendent.

- Leon—E. B. Eppes, County Superintendent.
 L. S. Barber, Principal High School.
 C. J. Heatwole, Dean Normal Department, Florida
 Female College.
 Mrs. T. M. Shackelford, President Florida Federa-
 tion of Woman's Clubs.
- Levy—Tom Price, County Superintendent.
 S. Phillips, ex-County Superintendent.
- Liberty—J. E. Roberts, County Superintendent.
- Madison—G. W. Tedder, County Superintendent.
 Z. M. McLeod, member Board of Public Instruction.
 W. B. Cate, Principal High School.
- Manatee—L. L. Hine, County Superintendent.
- Marion—J. H. Brinson, County Superintendent.
 J. S. Grantham, member Board of Public Instruction.
- Monroe—Virgil S. Lowe, County Superintendent.
- Nassau—B. B. Lane, Principal High School.
 Mrs. B. B. Lane.
- Orange—W. B. Lynch, County Superintendent.
- Osceola—W. J. Sears, County Superintendent.
- Pasco—M. L. Gilbert, County Superintendent.
 L. J. Sellers, member Board of Public Instruction.
 P. W. Corr, Principal South Florida Normal In-
 stitute.
- Polk—T. B. Kirk, County Superintendent.
 J. W. Cannon, member Board of Public Instruction.
- Putnam—L. K. Tucker, County Superintendent.
 J. N. Blackwell, member Board of Public Instruction.
 I. I. Himes, Principal High School.
- St. Johns—
- St. Lucie—K. M. Tedder, County Superintendent.

Santa Rosa—J. T. Diamond, County Superintendent.

D. H. Melvin, member Board of Public Instruction.

Sumter—J. A. Jones, County Superintendent.

Suwannee—J. W. O'Hara, County Superintendent.

W. H. Ogden, member Board of Public Instruction.

L. B. Edwards, Principal High School.

Taylor—W. A. Hendry, County Superintendent.

J. E. Vann, Chairman Board of Public Instruction.

W. T. Cash, Principal High School.

Volusia—A. O. Botts, County Superintendent.

T. D. Culp, Principal High School.

A. L. L. Suhrie, Stetson University.

Wakulla—C. K. Allen, County Superintendent.

Walton—D. N. Trotman, County Superintendent.

Washington—B. F. Gainer, County Superintendent.

W. N. Sheats, Principal High School.

State Superintendent, W. M. Holloway, Chairman.

Superintendent J. H. Brinson, Secretary.

Superintendent J. W. Burns, Assistant Secretary.

Miss Clem Hampton, State Department of Education.

CHAPTER VI.

SAMPLE EXAMINATION QUESTIONS AND ADDRESSES OF HOLDERS OF CERTAIN CERTIFICATES.

This chapter contains samples of the five sets of questions as used in the uniform examinations for first, second and third grade County Certificates, held during the biennium; one complete set of the questions as used in the examinations for State Certificates, held during the past two years; a full set of the questions used in the examinations for Primary Certificates, provided for in Section 368, General Statutes; and questions on the different branches in which applicants for Special Certificates have been examined. Special Certificates were provided for in Section 369, General Statutes.

In addition, are added the addresses of persons to whom have been issued State Life Certificates, State Certificates, First Grade Life Certificates, Life Extension of First Grade Certificates, Aged Teachers' Certificates, Primary Certificates, Primary Life Certificates, Special Certificates.

The reasons for publishing samples of these questions are because of the many demands made upon the office for them, and that the public may have the opportunity of knowing the character of the questions propounded to the teachers of the State.

The legal requirements for each of these certificates will be stated before the sample questions submitted for that grade of certificate.

FLORIDA UNIFORM EXAMINATION QUESTIONS.

REGULATIONS.

1. Questions must be kept exclusively in the hands of the Examiner until the minute for examination on any subject. Seals to every enclosure must be broken in the presence of examinees.

2. The whole time for examination is limited to four days, and the subjects must be taken in the following order: Orthography, Reading, English Grammar, Arithmetic, Composition, Geography, History, Physiology, Agriculture, Theory and Practice, Algebra, Physical Geography, Civil Government.

3. All examinees must begin any given subject at the same time, and no recess must be taken until that subject is completed.

4. Duties: Every examinee must supply himself with cap paper, must write in a legible hand with pen and ink, must work in full view of other examinees, must number or letter answers to agree with questions, and must fasten together all sheets on the same subject.

5. Prohibitions: During the examination on any subject there must be no violation of any of the following:

(1) No examinee must be seated so that it be possible for him to read another's writing; (2) shall have in his possession any book, note book, or other thing from which help may be obtained; (3) shall speak to any person; (4) shall overlook another's work; (5) shall ask the examiner the meaning of any question; (6) shall leave his seat without permission; (7) shall leave room more than once, or remain out longer than ten minutes; (8) shall pass or throw anything about the room; (9) shall place on any paper any mark calculated to disclose its author.

Violation of any of these prohibitions will be deemed

sufficient cause for excluding any paper from the Grading Committee or for throwing out a whole county examination.

SECOND AND THIRD GRADE CERTIFICATES.

Applicants for Second and Third Grade Certificates are examined upon the same branches and the same questions, the distinction in grade of certificate received resting solely upon the percentage of questions answered correctly. The following are the subjects upon which they are examined: Orthography, Reading, Arithmetic, English Grammar, United States History, Geography, Physiology, Agriculture, Theory and Practice of Teaching, and Composition.

The successful applicant for a Third Grade Certificate must make a grade in no branch below 40 per cent., and an average grade of 60 per cent. on all the branches; this certificate is valid for two years from date of issue. Section 365, General Statutes.

The successful applicant for a Second Grade Certificate must make a grade in no branch below 60 per cent., and an average of 75 per cent. on all the aforesaid branches; this certificate is valid for four years from the date of issue. Section 366, General Statutes.

FIRST GRADE CERTIFICATES.

Applicants for First Grade Certificates were examined upon the same questions as already given for Second and Third Grade Certificates on Orthography, Reading, Geography, United States History, Composition, Physiology, Agriculture, Theory and Practice of Teaching, and those that follow.

The successful applicant for First Grade Certificate must make a grade in no branch below 60 per cent., and an average grade of 85 per cent. on the preceding and the

following branches: Algebra, Physical Geography, and Civil Government. This certificate is valid for five years from the date of issue. Section 367, General Statutes.

STATE CERTIFICATES.

Persons to be eligible for examination for State Certificates must have taught twenty-four months in all, eight months under a First Grade Certificate obtained in this State.

Before obtaining this certificate, one must make no grade below 60 per cent., and an average of 85 per cent. on the following ten branches: Geometry, Trigonometry, Physics, Zoology, Botany, Latin, Rhetoric, English Literature, Psychology, and General History. This certificate is valid for five years from date of issue. The following are some of the questions used in the examinations during the past two years. Section 370, General Statutes.

REGULATIONS.

1. A fee of one dollar, not returnable, and an endorsement of good character, must be handed the examiner.

2. Use legal cap paper, pen and ink; number and letter answers to correspond with questions; fasten together all papers on the same subject.

3. The whole examination must be completed within one year, or no credit will be allowed on any subject passed on longer than twelve months.

Up to date, October 8, 1910, there have been issued 135 State Certificates.

The following are the addresses of those who have been successful in obtaining State Certificates:

STATE CERTIFICATE HOLDERS.

No. 1. W. F. Yocum, Lake City, Florida.

2. J. S. Tomlin, Deceased.
3. Tom F. McBeath, Gainesville, Florida.
4. W. S. Cawthon, DeFuniak Springs, Florida.
5. J. M. Gulliams, Bowling Green, Kentucky.
6. T. M. Rivers, ———, Florida.
7. I. I. Himes, Palatka, Florida.
8. L. C. Ray, ———, Florida.
9. Julia Humphries, ———, Florida.
10. Almena Leitner, Leesburg, Florida.
11. S. D. Cawthorn, Deceased.
12. Frederick Pasco, Miami, Florida.
13. Josiah Varn, Bartow, Florida.
14. Mrs. Benella Davenport Watson, DeFuniak Springs, Florida.
15. Mrs. Bessie B. Compton, Leesburg, Florida.
16. Henry E. Bennett, DeFuniak Springs, Florida.
17. Joseph B. Lockey, Pensacola, Florida.
18. J. H. Fulks, Gainesville, Florida.
19. Erle E. Clippinger, Terre Haute, Indiana.
20. J. L. Boone, Leesburg, Florida.
21. Miriam Pasteur, Live Oak, Florida.
22. C. P. Walker, Milton, Florida.
23. Mrs. H. J. Rogers, *nee* Rose, DeFuniak Springs, Florida.
24. Henry J. Rogers, DeFuniak Springs, Florida.
25. M. J. Okerlund, Tampa, Florida.
26. H. Brodie, ———.
27. Claudia S. Miller, Live Oak, Florida.
28. Halcia E. Bower, Hermitage, Florida.
29. Annie H. Porter, Titusville, Florida.
30. George A. Stephens, Quincy, Florida.
31. Posey Taylor, Monticello, Florida.
32. Mrs. Pauline P. Arnold, Orlando, Florida.
33. Caroline M. Brevard, Tallahassee, Florida.
34. Della Moore, DeFuniak Springs, Florida.
35. Hattie H. Carpenter, Miami, Florida.
36. Willis W. Hall, Miami, Florida.

37. George W. Bonner, Hawthorn, Florida.
38. Homer E. Wakefield, Cocoa, Florida.
39. C. A. Keith, Pendergrass, Georgia.
40. T. B. Kirk, Lakeland, Florida.
41. E. C. Angell, Lakeland, Florida.
42. P. G. Shaver, Wauchula, Florida.
43. Robert M. Ray, Plant City, Florida.
44. R. B. Rutherford, St. Augustine, Florida.
45. W. E. Knibloe, Jacksonville, Florida.
46. J. H. Selden, Sanford, Florida.
47. N. J. Perkins, Sanford, Fla.
48. W. N. Henderson, Jennings, Florida.
49. J. G. Fertig, Milton, Florida.
50. Asa B. Clark, Tallahassee, Florida.
51. George H. Boutelle, St. Andrews Bay, Florida.
52. William B. Crawford, Greenwood, Florida.
53. Don Register, Perry, Florida.
54. J. H. Workman, Ocala, Florida.
55. A. B. Jarrell, Lake City, Florida.
56. W. L. Ousterhoudt, Leesburg, Florida.
57. S. E. McIntosh, Hawthorn, Florida.
58. Mattie Van Fleet, Auburndale, Florida.
59. Elizabeth Blanchard, Eustis, Florida.
60. W. N. Sheats, Tallahassee, Florida.
61. Edith Baird, Gainesville, Florida.
62. Fannie, Turner, Deceased.
63. R. M. Evans, Tampa, Florida.
64. M. P. Geiger, Green Cove Springs, Florida.
65. W. H. Russell, Inverness, Florida.
66. J. C. V. Worthy, Deceased.
67. Christine O. Gillis, DeFuniak Springs, Florida.
68. L. S. Barber, Brooksville, Florida.
69. E. T. Allen, DeLand, Florida.
70. H. A. Ferrell, Fernandina, Florida.
71. J. A. Ormond, Marianna, Florida.
72. R. B. Huffaker, Bartow, Florida.
73. W. E. Bell, Gainesville, Florida.

74. Thomas D. Seals, Fort White, Florida.
75. S. G. Hull, Apopka, Florida.
76. Edward Conradi, St. Petersburg, Florida.
77. E. M. Hyde, St. Petersburg, Florida.
78. E. T. Wetter, Deceased.
79. Sara B. Griffin, Anthony, Florida.
80. F. A. Hathaway, Orlando, Florida.
81. L. B. Edwards, Live Oak, Florida.
82. M. L. Neal, Winfield, Georgia.
83. J. G. Riley (colored), Tallahassee, Florida.
84. J. W. McClung, Tampa, Florida.
85. J. L. Wright, Daytona, Florida.
86. Eleanor Rawson, Jacksonville, Florida.
87. Mary B. Riherd, Dade City, Florida.
88. W. B. S. Crichlow, Palmetto, Florida.
89. George M. Lynch, Gainesville, Florida.
90. J. W. Simmons, Orlando, Florida.
91. P. W. Corr, Dade City, Florida.
92. C. G. Cantrell, Apalachicola, Florida.
93. Mrs. K. R. Fertig, St. Louis, Missouri.
94. W. B. Cate, Madison, Florida.
95. W. D. G. Wine, Waukeenh, Florida.
96. Mrs. F. N. Clayton, Tampa, Florida.
97. Theo. D. Culp, Williston, Florida.
98. Alys May Corr, Gainesville, Florida.
99. T. J. McBeath, Green Cove Springs, Florida.
100. Florida Dewar, Largo, Florida.
101. David M. Cook, Tallahassee, Florida.
102. B. B. Lane, Apalachicola, Florida.
103. Elizabeth M. Venable, Jacksonville, Florida.
104. G. A. Stephens, Starke, Florida.
105. Edwin E. Macey, Eau Gallie, Florida.
106. Guss Wilder, Lake City, Florida.
107. Annie Belle Stuart, Tampa, Florida.
108. Nora Weakley, Edwards, Florida.
109. Ethel M. Peter, Leesburg, Florida.
110. Marion Kerr, Archer, Florida.

111. R. L. Lovell, Macclenny, Florida.
112. Gracie Fogg, Graham, Florida.
113. Dorothy F. Green, Bartow, Florida.
114. W. Wesley Smith, Dunnellon, Florida.
115. W. A. Jones, Lawtey, Florida.
116. Elizabeth Bangs, Avon Park, Florida.
117. W. B. Jones, Arcadia, Florida.
118. Elsie V. Smith, Gainesville, Florida.
119. E. W. McMullen, Sutherland, Florida.
120. E. W. Kennedy, Monticello, Florida.
121. M. M. Bryant, Waldo, Florida.
122. Lillian Ralph, St. Augustine, Florida.
123. W. H. Cassels, Gainesville, Florida.
124. Lillian McGahey, Miami, Florida.
125. E. L. Robinson, Tampa, Florida.
126. Inga E. Helseth, Oslo, Florida.
127. Glenn Terrell, Webster, Florida.
128. E. F. Fender, Cedar Key, Florida.
129. J. T. Williams, Leesburg, Florida.
130. F. S. Hartsfield, Tallahassee, Florida.
131. R. W. VanBrunt, Tallahassee, Florida.
132. A. A. Price, West Fort Meade, Florida.
133. Maoma Hill, Dade City, Florida.
134. T. W. Yarbrough, Monticello, Florida.
135. Mary B. Waring, Madison, Florida.

STATE LIFE CERTIFICATES.

The law provides that State Certificate holders, who have taught successfully in a high school or college for thirty months under a State Certificate, may be awarded State Life Certificates on proper endorsement of three persons holding such certificates. Section 371, General Statutes.

The following are the addresses of persons who have obtained such certificates:

- No. 1. Dr. W. F. Yocum, Lake City, Florida.
2. J. M. Gulliams, Bowling Green, Kentucky.

3. Tom F. McBeath, Gainesville, Florida.
4. I. I. Himes, Palatka, Florida.
5. W. S. Cawthon, DeFuniak Springs, Florida.
6. S. D. Cawthon, Deceased.
7. Mrs. Benella Davenport Watson, DeFuniak Springs, Florida.
8. L. C. Ray, ———, Florida.
9. Almena Leitner, Leesburg, Florida.
10. Josiah Varn, Bartow, Florida.
11. Mrs. Bessie B. Compton, Leesburg, Florida.
12. J. H. Fulks, Gainesville, Florida.
13. J. L. Boone, Leesburg, Florida.
14. Miriam Pasteur, Live Oak, Florida.
15. Mrs. H. J. Rogers, *nee* Rose, DeFuniak Springs, Florida.
16. M. J. Okerlund, Tampa, Florida.
17. C. P. Walker, Milton, Florida.
18. H. E. Bennett, DeFuniak Springs, Florida.
19. H. J. Rogers, DeFuniak Springs, Florida.
20. Claudia Miller, Orlando, Florida.
21. Pauline Pugh Arnold, Jacksonville, Florida.
22. Caroline Mays Brevard, Tallahassee, Florida.
23. Annie H. Porter, Jacksonville, Florida.
24. Posey Taylor, Lloyds, Florida.
25. Hattie Carpenter, Miami, Florida.
26. Christine Gillis, DeFuniak Springs, Florida.
27. W. H. Russell, Fernandina, Florida.
28. W. E. Knibloe, Tallahassee, Florida.
29. H. A. Ferrell, Apalachicola, Florida.
30. F. A. Hathaway, Jacksonville, Florida.
31. W. N. Sheats, Lakeland, Florida.
32. Homer E. Wakefield, Seabreeze, Florida.
33. G. A. Stephens, Palatka, Florida.
34. R. B. Rutherford, Jacksonville, Florida.
35. W. E. Bell, DeFuniak Springs, Florida.
36. J. G. Fertig, Lake Butler, Florida.
37. Mrs. J. G. Fertig, Lake Butler, Florida.

38. Asa B. Clark, Quincy, Florida.
39. Mattie Van Fleet, Lake City, Florida.
40. R. M. Evans, Kissimmee, Florida.
41. J. H. Seldon, Bronson, Florida.
42. C. A. Keith, Punta Gorda, Florida.
43. E. M. Hyde, Winter Park, Florida.
44. J. H. Workman, Ocala, Florida.
45. W. L. Ousterhoudt, Fort Myers, Florida.
46. T. J. McBeath, Mayo, Florida.
47. R. B. Huffaker, Bartow, Florida.
48. J. L. Wright, Daytona, Florida.
49. R. M. Ray, Plant City, Florida.
50. M. P. Geiger, Key West, Florida.
51. W. B. Cate, Madison, Florida.
52. L. S. Barber, Tallahassee, Florida.
53. P. W. Corr, Dade City, Florida.
54. Alys May Corr, Dade City, Florida.
55. Geo. M. Lynch, Gainesville, Florida.
56. Edward Conradi, Tallahassee, Florida.

FIRST GRADE LIFE CERTIFICATES.

It is provided in the second paragraph of Section 373, General Statutes, that any person who has taught school in this State for six years under First Grade (County) Certificates, the average grade of each certificate (as construed by the Attorney-General) being not less than 90 per cent., and properly endorsed as being of good moral character and faithful and successful as an instructor and disciplinarian, may be awarded, without further examination, with this certificate, "good in any part of the State and of perpetual validity in the county where such endorsement is made."

The following are the addresses of those who have been awarded this certificate:

FIRST GRADE LIFE CERTIFICATE HOLDERS.

- No. 1. Olive Ray, Starke, Florida.
2. George F. Scott, Lawtey, Florida.
3. Mrs. L. A. Bennett, Crystal River, Florida.
4. Cora Eskridge, Inverness, Florida.
5. W. E. Knibloe, Jacksonville, Florida.
6. B. M. Lipscombe, Jacksonville, Florida.
7. M. T. Moore, Jacksonville, Florida.
8. Harry E. Graham, Pensacola, Florida.
9. Mrs. Frank Sampey, Tracy, Florida.
10. Pauline Reese, Pensacola, Florida.
11. Oliver B. Hall, Concord, Florida.
12. Robert M. Ray, Plant City, Florida.
13. Mamie Gramling, Tampa, Florida.
14. C. F. Mallory, Knights, Florida.
15. Mrs. Addine Gregory, Sanford, Florida.
16. Mrs. F. N. Clayton, Tampa, Florida.
17. S. B. Fletcher, Downing, Florida.
18. John W. Wideman, Tallahassee, Florida.
19. P. Wilson Green, Bellview, Florida.
20. F. A. Hathaway, Orlando, Florida.
21. Carrie M. Green, Palatka, Florida.
22. Claudia S. Miller, Live Oak, Florida.
23. John S. Garrason, Winter Haven, Florida.
24. J. W. McClung, Tampa, Florida.
25. W. H. Baughan, Holmes, Florida.
26. William T. Kennedy, Umatilla, Florida.
27. Maud Moore, Lisbon, Florida.
28. Mrs. Emma Bayley, Bartow, Florida.
29. Thomas B. Kirk, Lakeland, Florida.
30. Norma Pepper, Punta Gorda, Florida.
31. E. L. Richardson, Avon Park, Florida.
32. W. A. H. Hobbs, Cocanut Grove, Florida.
33. J. C. Brown, Westville, Florida.
34. Winifred E. Cobb, Tallahassee, Florida.
35. Ada F. Merritt, Buena Vista, Florida.

36. Henry Rickards, Oaklawn, Florida.
37. W. C. Baugh, Riverview, Florida.
38. Mrs. Ella LaF. Hamilton, Starke, Florida.
39. H. L. Swatts, Lakeland, Florida.
40. Mrs. Susan C. Stuart, Bradentown, Florida.
41. B. C. Graham, Tampa, Florida.
42. Mary S. Johnston, Tampa, Florida.
43. Evelyn M. Hamblen, St. Augustine, Florida.
44. Sr. M. Elizabeth, St. Augustine, Florida.
45. W. J. Maloy, Madison, Florida.
46. Clem Hampton, Tallahassee, Florida.
47. Mary Scott, Marianna, Florida.
48. J. H. Wooldridge, Sneads, Florida.
49. Eleanor M. Rawson, Jacksonville, Florida.
50. Beulah M. Warner, Jacksonville, Florida.
51. Mrs. R. B. Rutherford, Jacksonville, Florida.
52. R. B. Rutherford, St. Augustine, Florida.
53. Frank Elzey, Jacksonville, Florida.
54. O. M. Given, Bartow, Florida.
55. W. T. Gary, Ocala, Florida.
56. P. G. Woodruff, Westville, Florida.
57. A. Hercules, Monticello, Florida.
58. E. I. Mathews, Tallahassee, Florida.
59. Arthur Williams, Tallahassee, Florida.
60. L. D. Hathaway, Caryville, Florida.
61. Percy Geiger, Green Cove Springs, Florida.
62. J. E. Peper, Leesburg, Florida.
63. May Tomlinson, Lakeland, Florida.
64. Mrs. Maude Barron, Miami, Florida.
65. B. C. Nichols, Parrish, Florida.
66. Apenae Blow, Marianna, Florida.
67. Rowena Longmire, Tallahassee, Florida.
68. Mrs. Margaret G. Wilder, St. Petersburg, Fla.
69. Essie May Williams, Jacksonville, Florida.
70. Mattie P. Chapman, Plymouth, Florida.
71. Bertha Hodge, Live Oak, Florida.
72. Carlie A. Powers, Jacksonville, Florida.

73. Catherine Wicker, Tampa, Florida.
74. Nita O'Neal, Lamont, Florida.
75. Beman Milton, Marianna, Florida.
76. Sallie D. Wynns, Marianna, Florida.
77. Jessie Oakley, Deckard, Tennessee.
78. Sarah D. Griffin, Anthony, Florida.
79. W. D. G. Wine, Waukeelah, Florida.
80. Mrs. R. M. Pollock, Jacksonville, Florida.
81. J. N. Overhultz, Keuka, Florida.
82. Nettie Hendricks, Fernandina, Florida.
83. Mrs. Myra Finley Himes, Palatka, Florida.
84. J. T. Mallicoat, Tampa, Florida.
85. Georgia Borger, Lake City, Florida.
86. J. R. Pomeroy, Stuart, Florida.
87. Norton Keathley, Brooksville, Florida.
88. J. H. Hargrett (colored), Tallahassee, Florida.
89. Jennie M. Payne, Fairfield, Florida.
90. Lillian B. Norton, Tampa, Florida.
91. Eunice DeLaney, Orlando, Florida.
92. Lula J. Bryan, Fernandina, Florida.
93. Lura Mead, Limona, Florida.
94. Ethel Suter, Pensacola, Florida.
95. Richard W. Erwin, Weirsdale, Florida.
96. Sister Mary Immaculate, San Antonio, Florida.
97. Charles K. Allen, Crawfordville, Florida.
98. A. W. Jackson, White Springs, Florida.
99. Sister de Chantal, St. Augustine, Florida.
100. Minnie Bevis, Bascom, Florida.
101. Sallie R. Shuler, Bristol, Florida.
102. Virginia Wigfield, Live Oak, Florida.
103. L. M. Reh binder, Geneva, Florida.
104. Grace P. Cobb, Tallahassee, Florida.
105. Ellen Harwell, Jacksonville, Florida.
106. Mrs. A. B. Murphy, Bradentown, Florida.
107. May H. Turnley, Ocala, Florida.
108. Rose Noble, Inverness, Florida.
109. May Mabbette, Daytona, Florida.

110. Lulu Cochran, Dade City, Florida.
111. Walter B. Jernigan, Milton, Florida.
112. William A. Cate, Grand Island, Florida.
113. Bernice Smith, Orlando, Florida.
114. Lucy Newsom, Williston, Florida.
115. Lily Geiger, Green Cove Springs, Florida.
116. Mollie E. Ray, Orlando, Florida.
117. Rachel C. Gaines, Leesburg, Florida.
118. Mrs. H. Bomford, Tampa, Florida.
119. J. Belle Witter, Tampa, Florida.
120. Sister M. Julia, St. Augustine, Florida.
121. Sarah E. McCreery, Ocala, Florida.
122. W. B. Hathaway, Bonifay, Florida.

LIFE EXTENSION OF FIRST GRADE CERTIFICATES.

The first paragraph of Section 373, General Statutes, provides that the holder of an unexpired First Grade (County) Certificate, who presents satisfactory evidence of having taught successfully for twenty years in this State, nine of these years under certificates issued (in this State) since January 1, A. D. 1894, and of being of good moral character and faithful and successful as an instructor and disciplinarian, may, upon such further examination as the County Superintendent may deem necessary, secure an endorsement of his or her First Grade Certificate, making it perpetually valid during the life of the holder in the county where the certificate is endorsed.

The following are the addresses of teachers having obtained this Life Extension of their First Grade Certificates:

- No. 1. James M. Tate, Roberts, Florida.
2. Nellie T. Myrick, Jacksonville, Florida.
3. Annis B. King, Jacksonville, Florida.
4. Lovie Turner, Key West, Florida.
5. Mrs. Anna P. McElvaine (col.), Gainesville, Fla.

6. L. F. Johnson (colored), Orlando, Florida.
7. Mrs. W. G. Johnson, Orlando, Florida.
8. Geo. W. Houston (colored), Live Oak, Florida.
9. Mrs. Ella W. Richardson, Jacksonville, Florida.
10. M. E. McIver, Jacksonville, Florida.
11. Mary M. McLaurin, Jacksonville, Florida.
12. J. G. Riley (colored), Tallahassee, Florida.
13. Mrs. A. D. Tatum, Monticello, Florida.
14. E. Emma Dart, Apopka, Florida.
15. Mary E. Dart, Apopka, Florida.
16. H. W. Demilly, Tallahassee, Florida.
17. O. J. Moore, Lisbon, Florida.
18. Mrs. M. A. Crane, Tampa, Florida.
19. H. Richardson (colored), Lake City, Florida.
20. W. H. Peck (colored), Fernandina, Florida.
21. Roberta J. Wiggins (colored), Jacksonville, Fla.
22. Henry P. Belknap, Gotha, Florida.
23. Cupid A. Whitfield (colored), Mount Pleasant, Florida.
24. Hortense Broward, Jacksonville, Florida.
25. B. F. Hartwell (colored), Green Cove Springs, Florida.
26. Mrs. M. D. Holmes (colored), Palatka, Florida.
27. Annie H. Verelst, Plummerville, Florida.
28. Mrs. F. M. Grier, Tampa, Florida.
29. F. H. Toennies, Tampa, Florida.
30. J. B. Pumphrey, Apalachicola, Florida.
31. Mrs. G. C. Loennecker, Jr., Homosassa, Florida.

PRIMARY LIFE CERTIFICATES.

It was provided in Section 9, Chapter 4192, Session Laws of 1893, that the State Superintendent might issue Life Certificates to eminently successful Kindergarten or Primary teachers, who had taught three years in this State. This provision has been repealed by the third paragraph of Section 373, General Statutes, but the Certificates already issued were not invalidated.

The following are the addresses of persons holding this certificate:

- No. 1. Mrs. Allie A. Washington, Jacksonville, Florida.
2. Mary H. Hater, Jacksonville, Florida.
3. Mrs. Mary F. Shepard, Jacksonville, Florida.
4. Mrs. Ida F. Hamm, Jacksonville, Florida.
5. Mrs. Lucy A. Jeffries, Jacksonville, Florida.
6. Mrs. Ella Bogart, Jacksonville, Florida.
7. Lou P. Briggs, Jacksonville, Florida.
8. Beulah Budwig, Jacksonville, Florida.
9. Ella Ford, Palatka, Florida.
10. Henrietta Chaires, Deceased.
11. Mrs. E. J. Wilson, Pensacola, Florida.
12. Fannie Henderson, Pensacola, Florida.
13. Nannie Wentworth, Pensacola, Florida.
14. Mrs. Helen T. Mitchell, Pensacola, Florida.
15. Mrs. A. W. McReynolds, Pensacola, Florida.
16. Fannie Clark, Ocala, Florida.
17. Miss Hattie G. Spiro, Ocala, Florida.
18. A. C. Russell, Altoona, Florida.
19. Mrs. M. A. Trafton, Eustis, Florida.
20. Mrs. Ida Roberts, Milton, Florida.
21. Myrtle McCreery, Jasper, Florida.

AGED TEACHERS' CERTIFICATES.

It was provided in Chapter 4995, Session Laws of 1901, that any person who made satisfactory proof of having taught the whole or a part of each of the twenty years prior to January 1, 1900, in public or private schools of this State, and had secured at least one certificate, of any grade, under the present uniform examination laws, should be relieved of further examination and granted a certificate entitling the holder to teach only in Primary and Intermediate grades in any school where the majority of the patrons might select such teacher.

The Legislature of 1903, in the first section of Chapter 5204, repealed the provisions for this certificate, but the certificates already issued were not invalidated.

The following are the addresses of those to whom this certificate was issued:

- No. 1. Mary E. Bailey, Gainesville, Florida.
2. C. C. Singleton (colored), Blountstown, Florida.
3. H. Richardson (colored), Lake City, Florida.
4. Mrs. Ella W. Richardson, Jacksonville, Florida.
5. Mrs. Tallulah B. Wilson, Jacksonville, Florida.
6. Annis B. King, Jacksonville, Florida.
7. Agnes M. Edwards (colored), Jacksonville, Fla.
8. Geo. W. Houston (colored), Jacksonville, Fla.
9. I. E. Allen, Brent, Florida.
10. John A. Gibson (colored), Pensacola, Florida.
11. A. M. DeVaughn (colored), Pensacola, Florida.
12. Henrietta E. McIver, Tampa, Florida.
13. D. C. Curry (colored), Quincy, Florida.
14. T. J. McDade, Holmes, Florida.
15. Clem Hampton, Gainesville, Florida.
16. T. J. Key, Westville, Florida.
17. C. C. Gunn, Marianna, Florida.
18. Mrs. M. J. Bevis, Kella, Florida.
19. J. A. Jackson (colored), Marianna, Florida.
20. D. G. Gilbert (colored), Cottondale, Florida.
21. C. L. Pinkard (colored), Cottondale, Florida.
22. Mrs. V. P. Williams, Leesburg, Florida.
23. J. H. Wester (colored), Tallahassee, Florida.
24. G. W. McGriff (colored), Bradfordville, Florida.
25. Mrs. R. A. McGriff (colored).
26. Mrs. H. T. Robinson (colored), Tallahassee, Fla.
27. J. Wesley Davis (colored), Tallahassee, Florida.
28. J. G. Riley (colored), Tallahassee, Florida.
29. H. E. Partridge, Monticello, Florida.
30. Kate P. Bellinger, Waukeenah, Florida.
31. Lovie Turner, Key West, Florida.
32. Mrs. Charlotte Gould, Key West, Florida.
33. Mary Dunn, Key West, Florida.
34. Mildred Shavers (colored), Key West, Florida.

35. Julia English (colored), Key West, Florida.
36. Laura Grillon, Key West, Florida.
37. Ella Hayman, Key West, Florida.
38. Carrie Messina, Key West, Florida.
39. Sarah Ann McInnis, Key West, Florida.
40. F. E. Cooper, Dade City, Florida.
41. W. H. Blackburn, Bowling Green, Florida.
42. W. L. McInnis, O'Brien, Florida.
43. L. L. Charles, Caryville, Florida.

PRIMARY CERTIFICATES.

Section 8, of Chapter 5204, Session Laws of 1895, authorized the State Superintendent to hold examinations and to issue certificates to applicants furnishing satisfactory proof of peculiar fitness for primary teaching and making a grade of 80 per cent. in examination on primary methods and studies. Primary Certificates are good for four years, are limited to teaching in the first, second and third grades of primary departments of regularly graded schools and public kindergartens, and may be extended to life validity by the State Superintendent on satisfactory proof being made that the holder has taught successfully four years under such certificate. (See last clause of Section 373, General Statutes.)

The following are the addresses of those to whom this grade of certificate has been issued:

- No. 1. Sophia Merry, Micanopy, Florida.
2. Elizabeth McLeary, Jacksonville, Florida.
3. Mrs. Effie R. Sensabaugh, Bartow, Florida.
4. Mrs. Anna Hooker, Bartow, Florida.
5. Carlie Powers, Jacksonville, Florida.
6. Maud Schwalmeyer, Bartow, Florida.
7. Moselle Cook, Jacksonville, Florida.
8. Mrs. L. M. Fleming, Jacksonville, Florida.
9. Lula W. McKinlay, Jacksonville, Florida.
10. Nellie C. Stevens, Ocala, Florida.

11. Mrs. R. W. Erwin, Lakeland, Florida.
12. Adaline Austin, DeLand, Florida.
13. Ella M. Mendenhall, Eustis, Florida.
14. Stella M. Peter, Leesburg, Florida.
15. Corrie McClinton, Deceased.
16. Ruth A. Candlish, Jacksonville, Florida.
17. Mrs. Adelaide J. Garrett, Palatka, Florida.
18. Margaret C. Fairlie, Jacksonville, Florida.
19. Grace A. Pinnell, Bronson, Florida.
20. Margaret W. Cotton, Tallahassee, Florida.
21. Jessie Cail, Island Grove, Florida.
22. Eunice McCullough, Miami, Florida.
23. Stella B. Mims, Bonaventure, Florida.
24. Florence C. Balis, Gainesville, Florida.
25. Katherine LaFontisee, Gainesville, Florida.
26. Louise LaFontisee, Gainesville, Florida.
27. Mabel Sanchez, Gainesville, Florida.
28. Fannie Mizelle, Melrose, Florida.
29. Nita R. Lovelace, Starke, Florida.
30. Rowena Longmire, Bartow, Florida.
31. Jessie Morrell, St. Petersburg, Florida.
32. Caroline W. Hentz, Marianna, Florida.
33. Mary McKinnon, DeFuniak Springs, Florida.
34. Katherine U. Falana, Middleburg, Florida.
35. E. Eddie Rawls, Greenwood, Florida.
36. Callie Robinson, Palmetto, Florida.
37. Adele Williamson, Laurel Hill, Florida.
38. Sarah McLeod, DeFuniak Springs, Florida.
39. Sue F. May, Ashville, Florida.
40. Eddie Love Morress, Ebb, Florida.
41. Amy Lee Harris, Monticello, Florida.
42. Mrs. B. H. Hopkins, Jacksonville, Florida.
43. Lena Gould, Jacksonville, Florida.
44. Phronia Jackson, Rockbluff, Florida.
45. Cora C. Griffin, Ocala, Florida.
46. Daisy Brooke, Dade City, Florida.
47. Claudia Ambrose, Waldo, Florida.

48. Mrs. C. A. Smyth, Dade City, Florida.
49. Lizzie Britt, Port Tampa, Florida.
50. Mrs. M. H. Smith, Live Oak, Florida.
51. Ida Dickey, Lake City, Florida.
52. Julia Kennedy, Gainesville, Florida.
53. Eddie Geiger, Green Cove Springs, Florida.
54. Bar D. Garrett, Inverness, Florida.
55. Connie Buttrick, Asheville, North Carolina.
56. Elsie Dickenson, Tampa, Florida.
57. Mrs. Neta Fleagle, Tampa, Florida.
58. Lizzie Lenfesty, Tampa, Florida.
59. Jennie Stowell, Tampa, Florida.
60. Faith H. Stowell, Tampa, Florida.
61. M. E. Crilley, Tampa, Florida.
62. Mrs. Emily Keagy, St. Petersburg, Florida.
63. Louise G. Morton, Tampa, Florida.
64. Fannie Cumming, Tampa, Florida.
65. Mrs. Ella LaF. Hamilton, Gainesville, Florida.
66. Grace T. Goold, West Palm Beach, Florida.
67. Mrs. Ada M. Ground, Jacksonville, Florida.
68. Frances C. Barnard, West Palm Beach, Florida.
69. Lillian McCullough, Holder, Florida.
70. Alice Wilson, Bradentown, Florida.
71. Mrs. Annie Barber, Brooksville, Florida.
72. Ellie G. Wentworth, Pensacola, Florida.
73. Mrs. J. A. Lovelace, Tampa, Florida.
74. Mrs. M. A. Macy, Malabar, Florida.
75. Mrs. M. J. Knight, Jacksonville, Florida.
76. Lottie G. Eccles, DeLand, Florida.
77. Mrs. E. G. Burney, Plant City, Florida.
78. Mrs. M. D. Reece, Oxford, Florida.
79. Alice Leitner, Bartow, Florida.
80. Martha Somerville, Jacksonville, Florida.
81. Elizabeth Moore, Belleair, Florida.
82. Mary Hardee, Tampa, Florida.
83. Mrs. A. C. Porterfield, Tampa, Florida.
84. Ethel C. Bachman, St. Petersburg, Florida.

85. Alice Tedder, Bradentown, Florida.
86. Vallie Grace, Evinston, Florida.
87. Clara Joyner, Eustis, Florida.
88. Lillie Bates, Lake City, Florida.
89. Olive Andrews, Pensacola, Florida.
90. Gracia Saunders, Lakeland, Florida.
91. Rebecca F. Bearden, Monticello, Florida.
92. Nellie Kellam, Palatka, Florida.
93. Bessie Spain, Palatka, Florida.
94. Mrs. C. M. Baldwin, Melrose, Florida.
95. Eva L. Poole, Waldo, Florida.
96. Lucile Haecker, Daytona, Florida.
97. Ada B. Coughlin, St. Augustine, Florida.
98. Maude Norwood, Bushnell, Florida.
99. Nellie McQuarrie, DeFuniak Springs, Florida.
100. Elma Geiger, Cocoa, Florida.
101. Dollie Semmes, San Antonio, Florida.
102. Margaret E. Taylor, Ocala, Florida.
103. Florence Anderson, Jasper, Florida.
104. Ruby Parnelle, Lake City, Florida.
105. Mrs. M. J. Harter, Sparr, Florida.
106. Thetis Donalson, Luther, Florida.
107. Essie Godfrey, Bluff Springs, Florida.
108. America Pillans, Electra, Florida.
109. Viola Erhart, DeLand, Florida.
110. Nellie Thomas, Aucilla, Florida.
111. Marie McConnell, Tallahassee, Florida.
112. Nellie E. Cook, Jacksonville, Florida.
113. Maude Kennedy, Tampa, Florida.
114. Mr. W. J. Odom, Fort Myers, Florida.
115. Elizabeth H. Welch, Apopka, Florida.
116. Mary E. Bailey, Gainesville, Florida.
117. Annie E. McMillan, Tallahassee, Florida.
118. Emma Child, Tallahassee, Florida.
119. Jennie Williams, Quincy, Florida.
120. Venetia M. Poppell, Kathleen, Florida.
121. Susie Teeter, Hawthorn, Florida.

122. Mary Berkstresser, Hawthorn, Florida.
123. Saloma Sims, Anthony, Florida.
124. Emma Yowell, Kissimmee, Florida.
125. Jimmie Green, Branford, Florida.
126. Minnie L. Bevis, Bascom, Florida.
127. Mrs. Beatrice Gramling, DeFuniak Springs, Fla.
128. Edith Moulton, Winter Haven, Florida.
129. Lena McCreary, Lakeland, Florida.
130. Lorena Grier, West Palm Beach, Florida.
131. Annie Hemming, Welborn, Florida.
132. Grace Berry, Jasper, Florida.
133. Zella Overstreet, DeFuniak Springs, Florida.
134. Mrs. Emma M. Williamson, Arcadia, Florida.
135. Mrs. E. S. Hudson, Miami, Florida.
136. Mrs. Jasper Evers, Plant City, Florida.
137. Mrs. F. D. Posey, Tampa, Florida.
138. Adele Williamson, Laurel Hill, Florida.
139. Willibel McDonald, DeFuniak Springs, Florida.
140. Wilhelmina Hooks, Lakeland, Florida.
141. Alice Godfrey, Milton, Florida.
142. Kate Colyer, Jacksonville, Florida.
143. Christian McKinnon, DeFuniak Springs, Fla.
144. Alice Yniestra, Pensacola, Florida.
145. Sparta Blow, Graceville, Florida.
146. Adelia Pender, Greenwood, Florida.
147. Mrs. A. B. Carrier, West Palm Beach, Florida.
148. Madula Woolf, Alachua, Florida.
149. Essie Sale, Lovett, Florida.
150. Annie Lucas, Inverness, Florida.
151. Verda Thompson, Lakeland, Florida.
152. Mae Burkett, Dade City, Florida.
153. Gertrude Boothby, Cedar Key, Florida.
154. Flossie Wiley, Clearwater, Florida.
155. Georgia Slater, Pinetta, Florida.
156. Mrs. G. E. Muriel, Jacksonville, Florida.

PRIMARY LIFE CERTIFICATES.

Primary Certificates issued under Section 373, General Statutes, may be extended to life validity by the State Superintendent on satisfactory proof being made that the holder has taught successfully for four years under such certificate. The following are the addresses of those to whom this certificate has been issued :

- No. 1. Sophia Merry, Micanopy, Florida.
2. Mrs. Annie Hooker, Bartow, Florida.
3. Nellie C. Stevens, Ocala, Florida.
4. Maud Schwalmeyer, Bartow, Florida.
5. Moselle Cooke, Jacksonville, Florida.
6. Mrs. A. Austin Pugh, Miami, Florida.
7. Margaret C. Fairlie, Jacksonville, Florida.
8. Mrs. R. W. Erwin, Tampa, Florida.
9. Stella M. Peter, Leesburg, Florida.
10. Ella M. Mendenhall, Eustis, Florida.
11. Adelaide Garrett Merriday, Palatka, Florida.
12. Ruth A. Candlish, Jacksonville, Florida.
13. Corrie McClinton, Deceased.
14. Mrs. L. M. Fleming, Jacksonville, Florida.
15. Lula W. McKinlay, Jacksonville, Florida.
16. Stella B. Mims, Bonaventure, Florida.
17. Mabel Sanchez, Gainesville, Florida.
18. Florence C. Balis, Gainesville, Florida.
19. Mrs. F. Mizelle Hunter, Jasper, Florida.
20. Mrs. K. LaFontisee Barron, DeLand, Florida.
21. Caroline W. Hentz, Marianna, Florida.
22. Louise LaFontisee, Quincy, Florida.
23. Ida Dickey, Auburndale, Florida.
24. Mrs. B. H. Hopkins, Jacksonville, Florida.
25. Sue F. May, Aucilla, Florida.
26. Daisy Brook, Dade City, Florida.
27. Mrs. Emily Keagy, St. Petersburg, Florida.
28. Lena Gould, Jacksonville, Florida.
29. Mrs. A. M. Ground, Jacksonville, Florida.

30. Eddie Love Morress, Perry, Florida.
31. Amy Lee Harris, West Palm Beach, Florida.
32. Jessie Morrell, St. Petersburg, Florida.
33. Phronia Jackson, Rockbluff, Florida.
34. Claudia Ambrose, Waldo, Florida.
35. Julia Kennedy, Gainesville, Florida.
36. Mary McKinnon, DeFuniak Springs, Florida.

SPECIAL CERTIFICATES.

It was provided in Section 369, General Statutes, that a Special Certificate may be issued by the State Superintendent to any eligible applicant who shall furnish satisfactory testimonials as to peculiar fitness for teaching any one or more branches not included in the requirements for second grade certificates, and shall make a grade of not less than 90 per cent. on such branch or branches in such examination as shall be prescribed by the State Superintendent with such assistants as he may select. A Special Certificate shall be valid for five years from the date of issue, and only for teaching the special branch or branches for which it shall have been issued. Applicants for Special Certificates are required to pass the identical examinations required of applicants for State Certificates when the subjects are the same.

The following are the addresses of persons who have obtained such certificates:

1. R. W. Smallwood (Latin, Algebra, Geometry), Quincy, Fla.
2. Hattie E. Whelpley (Music), Brooksville, Fla.
3. Mattie Van Fleet (Latin, General History, Literature, Rhetoric, Botany), Auburndale, Fla.
4. Bernard L. Gonzalez (Spanish), Tampa, Fla.
5. Julia May Peek (Music), Starke, Fla.
6. Mrs. Windsor Smith (Music), St. Petersburg, Fla.
7. Sarah H. Bayne (Rhetoric, Literature, General History), Miami, Fla.

8. L. B. Lockhart (Physics, Geometry, Algebra, Trigonometry, Chemistry), Pensacola, Fla.
9. Mrs. J. S. Dinwoodie (Music), Tampa, Fla.
10. Agnes E. Fairlie (Algebra, Geometry, Trigonometry, Psychology), Jacksonville, Fla.
11. Frances Huddleston (Latin), Jacksonville, Fla.
12. C. A. Wilkinson (Latin), Daytona, Fla.
13. Emma M. Williams (Rhetoric, Bookkeeping), St. Petersburg, Fla.
14. Joseph Prado (Spanish), Tampa, Fla.
15. Helen Parkerson (Music), Tampa, Fla.
16. B. A. Stovall (Manual Training), St. Petersburg, Fla.
17. Margaret Russell (Domestic Science), St. Petersburg, Fla.
18. Emily P. Wilburn (Drawing), Tampa, Fla.
19. Imogen S. Farnham (Algebra, Plane Geometry, Music), West Palm Beach, Fla.
20. G. L. Spillman (Latin, German, French, General History), Jacksonville, Fla.
21. Max Lautenbach (Algebra, Physics, Geometry, Trigonometry), Tallahassee, Fla.
22. Elden V. James (Psychology, General History), West Palm Beach, Fla.
23. Elizabeth N. Blanding (Physics, Zoology, English Literature), Gainesville, Fla.
24. James O. Brickley (Physics, Zoology, Algebra, Physical Geography, General History, Trigonometry), Marianna, Fla.
25. Halcia E. Bower (Algebra, Physics), Jacksonville, Fla.
26. Emma Moore Williams (Stenography), St. Petersburg, Fla.
27. Jessie G. Criste (Music, Drawing), Brooksville, Fla.
28. Eugenia F. Hoy (Music), Tampa, Fla.
29. Stella Margaret Peter (Botany), Leesburg, Fla.

30. Arthur W. Calhoun (Latin, General History), St. Petersburg, Fla.
31. O. P. Fralick (Manual Training, Drawing), St. Petersburg, Fla.
32. W. R. Shaw (Geometry, Trigonometry), St. Petersburg, Fla.
33. Margaret Goode (Botany, Zoology, Geometry), Ocala, Fla.
34. M. C. Hood (Drawing), Orlando, Fla.
35. Huldah Kreher (Music), Tampa, Fla.
36. W. Byron Hathaway (Spanish), Eustis, Fla.
37. Mrs. Annie Averette (Spanish), St. Augustine, Fla.
38. Ruby Hawkins (Rhetoric, Zoology, English Literature, Geometry, General History), Alachua, Fla.
39. Mary E. Woodbery (Civil Government, Physical Geography, Algebra), Chaires, Fla.
40. Emily Morley (Drawing), Pensacola, Fla.
41. W. C. McIntosh (Algebra, Geometry, Civil Government, Physical Geography), Hawthorn, Fla.
42. Mrs. Irene Pennington (General History, Literature, Psychology, Botany, Zoology, Rhetoric), Jensen, Fla.
43. Anna Herron (French, Latin), Plant City, Fla.
44. Frances G. Heverlo (Domestic Science), St. Petersburg, Fla.
45. A. H. Thompson (Chemistry, Physics, Biology), West Palm Beach, Fla.
46. Hermann Staab (Spanish, German, French), St. Petersburg, Fla.
47. Elizabeth Allen (Manual Training), St. Petersburg, Fla.
48. Mrs. Florine Davis Posey (Drawing), Montgomery, Ala.
49. F. W. Buchholz (German, Latin, Geometry, Trigonometry), Tampa, Fla.
50. William Tyler (Bookkeeping, Stenography), Pensacola, Fla.
51. Emma D. Chandler (Drawing), Pensacola, Fla.

. ORTHOGRAPHY.

USED SEPTEMBER 6, 1910.

(From Hunt's Speller.)

1. Give the table of diacritical marks. 10 Credits.
2. Supply a single word, meaning measure, for each of the following phrases: number of steps, velocity of wind, of the weight of the air, velocity of water, revolutions of a wheel. 10 Credits.
3. Give *five* words derived from the Latin verb *vertere*, meaning to turn; *five* derived from the Latin noun *lex*, meaning law. 10 Credits.
- 4—5. Syllabicate, accent primarily and secondarily, and mark diacritically both as to vowels and consonants, also indicate silent letters, of these words: parents, visitor, hippopotamus, fatiguing, manufactories, velocipede, civilization, vermicelli, stalwart, irrefutable.

20 Credits.

(To begin the examination, give each examinee a piece of blank paper, on which are to be written the twenty-five words here given. The examiner will pronounce distinctly each word one time and, without any delay for exchanging or correction, collect the papers before handing out questions for further work. Count off for each word missed 2 per cent. from the twenty-five of these words, and grade each of the topics 10 per cent.):

- | | |
|-----------------|------------------|
| 1. sentient. | 14. measles. |
| 2. partisan. | 15. facile. |
| 3. propitiate. | 16. utensil. |
| 4. erysipelas. | 17. cylindric. |
| 5. austere. | 18. shinney. |
| 6. convalesce. | 19. precede. |
| 7. deficit. | 20. secrete. |
| 8. oscillation. | 21. vassalage. |
| 9. capillary. | 22. cereals. |
| 10. seraglio. | 23. anthracite. |
| 11. mullein. | 24. serviceable. |
| 12. malicious. | 25. declension. |
| 13. chrysalis. | |

2 Credits each.

READING.

USED JUNE 7, 1910.

1. Distinguish between *force* and *pitch*. 10 Credits.
2. What are the *principal* benefits obtained from *silent* reading? 10 Credits.
3. What steps should be taken in teaching a *memory* selection? 10 Credits.
4. *When* should corrections in reading be made? Why? 10 Credits.
5. Discuss the following statement: "The mechanics of reading begun in the primary grades must be made habitual in the grammar grades." 10 Credits.
- 6—10. Read an extract of not less than ten lines each of *prose* and *poetry* for the examiner.

(Examiner will grade 0 to 25 each extract read, and deliver same to the Grading Committee to be added by it to the grading of the questions above.)

ENGLISH GRAMMAR.

USED SEPTEMBER 6, 1910.

(From English Grammar, by Lawton B. Evans.)

1. Change the following phrases to subordinate clauses, and give the classification and syntax of the clauses formed:
 - (a) *Having packed his trunk*, he was ready to go.
 - (b) The thirteen colonies were welded together by measures *framed by Samuel Adams*.
 - (c) I saw the boy *hurrying to meet his father*.
 - (d) I am glad *to have remembered the poem so well*.
 - (e) *To remember our friends* is one of the delights of life. 10 Credits.

2. Explain the difference between co-ordinate and subordinate conjunctions. Illustrate with sentences. Write a sentence containing a conjunctive adverb.

10 Credits.

3. Give all the participles of the verbs choose, break, drive, read, lift.

10 Credits.

4. Explain the difference between a compound sentence and a complex sentence. Illustrate.

10 Credits.

5. How are the compound personal pronouns formed? Illustrate *three* methods of comparing adjectives. Give *two* examples of each.

10 Credits.

6. State the use of *that* in each of the following sentences:

(a) That is the cause of the trouble.

(b) I did not say that.

(c) I know that they will return.

(d) Here is the officer that gave the order.

10 Credits.

7—8. Give the synopsis of some irregular verb in the *passive* form and in the *progressive* form.

20 Credits.

9. Analyze or diagram the following sentence: "*Let us imitate this prudence, and before we float farther on the waves of this debate, refer to the point from which we departed, that we may, at least, be able to conjecture where we are.*"

10 Credits.

10. Parse the italicised words in the above selection.

10 Credits.

ARITHMETIC.

USED SEPTEMBER 6, 1910.

Solutions must be given; answers only cannot be ac-

cepted. Method of solution must be counted in grading each example:

1. The sum of $\frac{2}{3}$ of $\frac{3}{4}$ and $\frac{2}{5}$ of $\frac{5}{6}$ is equal to $\frac{1}{2}$ of $4\frac{1}{2}$ how many times their difference? 10 Credits.
2. A father divided a piece of land among his three sons; to the first he gave $12\frac{1}{4}$ acres, to the second $\frac{3}{5}$ of the whole, and to the third as much as to the other two; how many acres did the third have? 10 Credits.
3. A cellar 48 ft. 6 in. long, 24 ft. wide, and $6\frac{1}{2}$ ft. deep, was excavated by 6 men in 8 days; how many cubic yards did each man excavate daily? 10 Credits.
4. If 12 men, working 9 hours a day for 15 $\frac{1}{2}$ days, were able to execute $\frac{2}{3}$ of a job, how many men may be withdrawn and the job be finished in 15 days more, if the laborers are employed only 7 hours a day? 10 Credits.
5. My agent sells 830 barrels of Genesee flour at \$6 per barrel, commission 5 per cent., and invests the proceeds in stock of the Pennsylvania Coal Company, at $82\frac{1}{4}$ per cent., charging $\frac{1}{4}$ per cent. for making the purchase; how many shares do I receive? 10 Credits.
6. Bought land at \$30 an acre; how much must I ask an acre, that I may abate 25 per cent. from my asking price and still make 20 per cent. on the purchase money? 10 Credits.
7. How many tons of coal, estimating $81\frac{1}{4}$ lbs. to a cubic foot, are there under an acre of land if the vein is 6 ft. thick? At \$1.60 a ton, what is the value of this coal, if $\frac{1}{4}$ of it is lost in mining? 10 Credits.
8. A rectangular garden, 40 feet long and 20 feet wide, is enlarged 10 per cent. in each dimension. Find the per cent. of increase in area. 10 Credits.
9. What is the difference between the true and the bank discount of \$200 for 60 days, at 6 per cent. (no grace)? 10 Credits.

10. In the center of a circular island 100 feet in diameter stands a tree 140 feet high. A line 500 feet long will reach from the top of the tree to the farther shore. What is the width of the river exclusive of the island, which is in the middle of it? 10 Credits.

COMPOSITION.

USED JUNE 7, 1910.

(From Elements of English Composition, by Gardiner, Kittredge and Arnold.)

1. Properly punctuate the following, and give reasons:

(a) God bless you my dear boy Pendenius said to Arthur.

(b) To desert ones flag is dishonorable.

(c) That poor ragged tottering feeble old man is Rip Van Winkle. 10 Credits.

2. Write a letter to a publishing house, ordering *three* different books. Give all necessary details.

10 Credits.

3. Combine the following statements into a *loose* sentence; into a *periodic* sentence:

High over the city rose the royal hill of Chapultepec. This was the residence of the Mexican monarchs. It was crowned with gigantic cypresses. The same cypresses are there at this day. They fling their broad shadows over the land. 10 Credits.

4. Explain, with reference to paragraph structure, the following terms: unity, coherence (including both continuity and transition), emphasis. 10 Credits.

5. Explain each of the *three* main classes into which *arguments* may be divided. 10 Credits.

6—10. Make an outline and write an essay of from 250 to 500 words on one of the following topics:

- (1) "Methods of Delineating Character in Composition."
- (2) "The Launching of the Battleship Florida."
- (3) "Recent Campaign for Education in Florida."

50 Credits.

GEOGRAPHY.

USED JUNE 7, 1910.

(From Redway's Natural Geography.)

1. Why is it necessary to conserve our forests in America? Name some regions of the earth that have suffered because they have been denuded of their trees.

10 Credits.

2. Describe the people of Russia. What is the *chief* reason for their lack of progress?

10 Credits.

3. Locate the Sahara. Why is it a desert? Explain *fully*.

10 Credits.

4. Name the States that border on the Great Lakes, and a lake port in each

10 Credits.

5. Vancouver Island and Labrador are in about the same latitude. Compare the climate, giving reasons for differences.

10 Credits.

6. Locate the six largest ports in the United States, and name the products chiefly exported from each.

10 Credits.

7. Name the peninsulas of Asia, also the seas that border on its coast.

10 Credits.

8. Compare Mexico and the Dominion of Canada as to climate, products, animal life and occupations of the people.

10 Credits.

9. Describe the mountain systems of Europe. 10 Credits.
10. Describe the surface, drainage, climate and natural resources of Florida. 10 Credits.

UNITED STATES HISTORY.

USED SEPTEMBER 6, 1910.

(From Field's Grammar School U. S.; Brevard and Bennett's Florida.)

1. Describe the voyages and the adventures of Sir Francis Drake. 10 Credits.
2. Why was the possession of Quebec important at the time of the French and Indian War? Describe Wolfe's campaign against Quebec. 10 Credits.
3. For what was Monroe's administration famous? Explain. 10 Credits.
4. Give an account of *two* Southern industries that have been very *important* historically, and explain the importance of each. 10 Credits.
5. "Robert E. Lee will undoubtedly rank as without any exception the very greatest of all the great captains that the English-speaking peoples have brought forth." Give the facts that may justify the above estimate of General Lee. 10 Credits.
6. Explain the following: Stamp Act Congress, Whiskey Rebellion, Embargo, Carpet-Baggers, Ku-Klux Klan, 10 Credits.
7. Show the connection of each of the following with some important measure or event: Clay, Webster, Jackson. 10 Credits.
8. Draw an outline map of the Southern States between the Mississippi and the Atlantic, and on it locate with names *four* battlefields of the Civil War. 10 Credits.

9. Give a sketch of the life of Governor Drew. 10 Credits.
10. How many Governors has Florida had up to the present time? State one historical fact incident to each of the different administrations. 10 Credits.

PHYSIOLOGY.

USED SEPTEMBER 6, 1910.

(From Ritchie's Primer of Sanitation.)

1. Why is it *important* for persons to understand about disease germs? Of what is the human body built? How do disease germs cause sickness and death? 10 Credits.
2. How do germs enter the body? What are disease germs? Give the *three* great rules for the prevention of germ diseases. 10 Credits.
3. Name the *three* shapes of bacteria. Illustrate with drawings. 10 Credits.
4. Describe the germ of tetanus. Why are the air passages and lungs *favorable* places for the growth of germs? 10 Credits.
5. Tell how diphtheria toxin is obtained. Explain why pneumonia is an infectious disease. Why is whooping cough dangerous to children? 10 Credits.
6. Describe *in full* the alimentary canal. Discuss bacterial diseases of the intestine. 10 Credits.
7. By what *two* different germs is ptomaine poisoning caused? Explain how waters for drinking purposes may be made *safe*. 10 Credits.
8. How is malaria caused? What is the cause of the *chill* in malaria? How may malaria be prevented? How is yellow fever contracted? 10 Credits.

9. Explain how *vaccination* protects against small-pox. Explain the Pasteur treatment. 10 Credits.
10. How do hookworms get into the body? State the *best* way of fighting flies. Show the *importance* of disinfection. 10 Credits.

THEORY AND PRACTICE.

USED JUNE 7, 1910.

(From Arnold's School and Class Management.)

1. Explain the need of a discussion of the self-activity of the teacher. Name the *seven* sanctions of rights of the teacher. 10 Credits.
2. Discuss the *five* duties of a teacher to her principal and the *three* duties to herself. 10 Credits.
3. What three kinds of co-operation may exist between principal and teacher? Show the difference between *uniformity* in discipline and *individuality* in discipline. 10 Credits.
4. Discuss motivation in the pupil. 10 credits.
5. Discuss the *self-activity* of the child. 10 Credits.
6. Explain what is meant by the control of one individual by another; by self-control. 10 Credits.
7. Define conduct, discipline, education. Give the classification of feelings. 10 Credits.
8. Discuss the *development* of habits, also the *arrest* of habits. 10 Credits.
9. Explain the function of government. Name the signs of good government. Show the difference between preadolescent and adolescent government. 10 Credits.
10. Discuss the importance of the development of respect for rights. 10 Credits.

AGRICULTURE.

USED SEPTEMBER 6, 1910.

(From Agriculture for Southern Schools, by John Frederick Duggar.)

1. Give reasons for studying agriculture. Explain how insects help the flowers to form seed. 10 Credits.
2. Tell why strawberries sometimes fail to bear. Explain what force enables plants to collect water from the ground and lift it into the roots and stems. 10 Credits.
3. How does air enter the leaf? Explain the difference between *grafting* and *budding*. 10 Credits.
4. Why is cross-pollination generally better than self-pollination? Why are *loam soils* most satisfactory? What are the *best uses* for sandy soils; for clay soils? 10 Credits.
5. What lands need drainage? Explain the *two* classes of drains. Describe the *three* kinds of phosphates. 10 Credits.
6. Tell how to find what fertilizer the soil needs. What overcomes sourness of soils? What kinds of fertilizers are suitable for small grain? 10 Credits.
7. Name *five* varieties of short-staple upland cotton. What kinds of soils and fertilizers are *best* adapted to the growth of sugar cane? 10 Credits.
8. Give directions for the planting and cultivating of watermelons. 10 Credits.
9. Explain inoculation of leguminous crops. Give illustrations of results. 10 Credits.
10. Show why it is necessary to study the *habits* of weeds in order to learn how to destroy them. Explain the difference between soft-rot and black-rot of sweet potatoes. 10 Credits.

ALGEBRA.

USED SEPTEMBER 6, 1910.

1. Find the value of:

$$\left(\frac{x-2}{x^2-4} + \frac{x-3}{x-2} - \frac{x}{x+2} \right) \times \left(\frac{x^2}{2} - 2 \right) \div \frac{x^2-36}{6x}$$

10 Credits

2. Paving a square court with stone at 40 cents a square yard will cost as much as inclosing it with a fence at a dollar per yard. What is the length of a side of the court?
- 10 Credits.

3. The sum of two fractions whose numerators are 3, is 3 times the smaller, and 3 times the smaller subtracted from twice the larger gives $\frac{3}{8}$. What are the fractions?
- 10 Credits.

4. A certain number is expressed by three digits whose sum is 10. The sum of the first and last digits is $\frac{2}{3}$ of the second digit; and, if 198 be subtracted from the number, the digits will be inverted. What is the number?
- 10 Credits.

5. Solve:

$$\frac{1+x}{1+x+\sqrt{1+x^2}} = a - \frac{1-x}{1-x+\sqrt{1+x^2}}$$

10 Credits.

6. The product of two numbers is 48, and the difference of their cubes is 37 times the cube of their difference. What are the numbers?
- 10 Credits.

7. The sum of five numbers in arithmetical progression is 25, and their product is 945. What are the numbers?
- 10 Credits.

8. A rectangular field whose sides are to each other as 2 to 5 contains 4 acres. What are the length and breadth of the field?
- 10 Credits.

9. A May-pole was broken by the wind in such a manner that 4 times the upper or broken part, added to 6 times the remaining part, was equal to 5 times the whole, and 28 over; and the proportion of the former to the latter part was 9 to 16. Required, the height at first.

10 Credits.

10. Solve the following equations:

$$x^4 - y^4 = 65$$

$$x^3y + xy^3 = 78$$

10 Credits.

PHYSICAL GÉOGRAPHY.

USED JUNE 7, 1910.

(From Maury-Simond's Physical Geography.)

1. Explain the change of seasons. 10 Credits.
2. Give the classification of volcanoes. Locate the *three* great volcanic belts of the world. 10 Credits.
3. Describe the general features of *relief* as exhibited by South America. 10 Credits.
4. In what *three* forms does water exist? When does water expand? From what *three* sources do rivers receive their waters? 10 Credits.
5. Name *five* causes ascribed to the formation of lake basins. Give the geographical distribution of lakes. 10 Credits.
6. Describe the currents of the Pacific Ocean. 10 Credits.
7. Name the *seven* steps in the process by which the air is warmed. 10 Credits.
8. Give the *five* causes which moderate insular climates. 10 Credits.
9. What are clouds? Describe the *seven* classes into which clouds are divided. 10 Credits.
10. What is the *scope* of Physical Geography? Discuss the relation of Physical Geography to other sciences. 10 Credits.

CIVIL GOVERNMENT.

USED SEPTEMBER 6, 1910.

(From Yocum's Civil Government of Florida and United States, and Boynton's School Civics.)

1. Define law, civil rights, political rights, charter, a republic. 10 Credits.

2. Give two points of difference between a State government and a Territorial government. 10 Credits.

3. What was Franklin's plan for "Confederation and perpetual union"? What occasioned the delay in the ratification of the articles of confederation? 10 Credits.

4. What is meant by the statement: "The House of Representatives represents the National idea; the Senate represents the Federal idea"? 10 Credits.

5. Explain why the Constitution provides that the term of a member of the House of Representatives shall be shorter than the term of a Senator. How often does Congress meet? 10 Credits.

6. State three purposes for which the Government may properly levy taxes. Name *two* kinds of taxes, and discuss the justice of each. Distinguish between *direct* and *indirect* taxes. 10 Credits.

7. What is the chief provision of the system of civil service? Give an argument in favor of this system. 10 Credits.

8. What is meant by *original* jurisdiction? In what cases has the Supreme Court original jurisdiction? State in regard to judges of the Supreme Court, number, length of term, salaries. 10 Credits.

9. The members of the various committees in the Federal Senate are elective. What is the practice in the House of Representatives? Explain. What is meant in general by a compulsory education law. Why is such a law desirable? 10 Credits.

10. How are school districts formed? To whom do the streets of a city belong? Has anyone a right to grant perpetual franchises upon them? When was the Hague Conference formed? What was the object of forming an international court of arbitration? 10 Credits.

QUESTIONS FOR STATE CERTIFICATES.

GEOMETRY.

(From White's Geometry.)

1. Problem: To find a point equidistant from the extremities of a given line. 20 Credits.
2. Prove: If a secant and a tangent be drawn from a point without a circle, the tangent is a mean proportional between the secant and its external segment. 20 Credits.
3. Prove: The rectangle of any two sides of a triangle is equivalent to the rectangle contained by the altitude upon the third side and the diameter of the circumscribed circle. 20 Credits.
4. Prove: Similar segments are to each other as the squares of their radii. 20 Credits.
5. Prove: If the radius and the value of the chord of an arc are given, find the value of the chord of half that arc. 20 Credits.

TRIGONOMETRY.

(From Wentworth's (New).)

1. Prove:

- (a) The sum of the squares of the sine and the cosine of an angle is equal to unity.
- (b) The tangent of an angle is equal to the sine divided by the cosine.
- (c) The sine and the cosecant of an angle, the cosine and the secant, and the tangent and the cotangent, pair by pair, are reciprocals. 20 Credits.

2. A fort stands on a horizontal plane. The angle of elevation at a certain point on the plain is 30 degrees, and at a point 100 feet nearer the fort it is 45 degrees. How high is the fort? 20 Credits.

3. Two observers 5 miles apart on a plain, and facing each other, find that the angles of elevation of a balloon in the same vertical plane with themselves are 55 degrees and 58 degrees, respectively. Find the distance from the balloon to each observer, and also the height of the balloon above the plain. 20 Credits.

4. A ship in latitude 30 degrees sails due east 360 statute miles. What is the shortest distance from the point left to the point reached? 20 Credits.

5. Two angles of a triangle are 76 degrees 54 minutes and 57 degrees 33 minutes 12 seconds, and the included side is 9 chains. Find the area. 20 Credits.

 PHYSICS.

(From Hoadley's Briefer Course.)

1. Define the *three* states of matter. Give a theory to explain the three states of matter. 10 Credits.

2. Describe the construction, and explain the operation, of a mercurial barometer. 10 Credits.

3. What is meant by the boiling point of a liquid? State *two* conditions that affect the boiling point of a liquid, and tell how it is affected by each. 10 Credits.

4. What is the velocity of light? Give a theory to explain how light is transmitted. 10 Credits.

5. Explain, by aid of a diagram, the following terms used in relation to a double convex lens: principal axis, centers of curvature, optical center, principal focus, focal length. 10 Credits.

6. Describe the construction, and explain the operation, of a telephone receiver. 10 Credits.

7. A stone 4 ft. long, 3 ft. wide, and 2 ft. thick, is lying on its side. The weight of the stone is 166 lbs. per cubic foot. How much work must be done to turn it upon its edge? How much to set it on end? 10 Credits.

8. A horse is hitched to the end of a windlass bar 9 ft. long, and while moving a building walks at the rate of 2 mi. per hour. The barrel of the windlass is 10 in. in diameter. How far will the building attached to it move in 15 minutes? 10 Credits.

9. For how long a time must a current of 5 amperes flow through a copper voltameter to deposit 21 g. of copper? 10 Credits.

10. When the image of an object 18 in. from a convex lens is thrown upon a screen at a distance of 5 in. from it, what is the focal length of the lens? 10 Credits.

ZOOLOGY.

(From Packard's Briefer Course Zoology.)

1. Of what does zoology treat? Define organic matter, and give the kingdoms into which organisms are divided. 10 Credits.

2. Give the general character of some porifera, and tell how it grows. 10 Credits.
3. Give a description of the horseshoe crab, using technical terms as far as possible, and illustrate by drawings. 10 Credits.
4. Compare *fishes* and *birds* with respect to blood, heart, respiration, covering, reproduction. 10 Credits.
5. Give the *stages* in the life-history of a butterfly. 10 Credits.
6. Discuss the *causes* of variation in species. 10 Credits.
7. Give a full zoological description as to form, structure and habits of the deer. 10 Credits.
8. Explain the geographical distribution of animals. 10 Credits.
9. Describe the bee, telling of its habits and usefulness to man. 10 Credits.
10. Trace the development of the respiratory process through the *eight* branches of animals. 10 Credits.

BOTANY.

(From Bailey's "Elementary.")

1. Distinguish in two particulars between root and branch. 10 Credits.
2. Explain how the horticulturist propagates plants by means of roots and stems. 10 Credits.
3. Explain the various processes of plant reproduction. 10 Credits.
4. Classify leaves as to venation, shape and margin. Illustrate each with a drawing. 10 Credits.
5. What are dormant buds? Accessory buds? Define terminal bud. How do bulbs and cabbages differ from buds? How may fruit-buds be distinguished? 10 Credits.

6. What is the food of the plant, and how is it taken and assimilated? 10 Credits.
7. Define cotyledon, caulicle, plumule, node, calyx, sepal, stamen, stigma, anther, pistil. 10 Credits.
8. Make a diagram of a longitudinal section of a flower, naming all the parts. 10 Credits.
9. Describe methods of securing cross-pollination. Give an example of each of the *four* kinds of flower clusters. 10 Credits.
10. What is a fruit, and what parts of a flower may enter into its formation? Give examples of dehiscent and indehiscent fruits. Name some explosive fruits. 10 Credits.

GENERAL HISTORY.

(From Myers' General History.)

1. Discuss the education, the religions and the non-intercourse policy of China. 10 Credits.
2. Give an account of the last of the Pharaohs. 10 Credits.
3. Give a brief sketch of the life of Martin Luther, showing his influence on religion and education. 10 Credits.
4. Give reasons for the growth of the commercial power of Venice, and mention causes of its decline. 10 Credits.
5. Show the influence of Napoleon on the internal development of France. 10 Credits.
6. Narrate the career of Hannibal. 10 Credits.
7. Give a sketch of his life, and tell the deeds which made Frederick II. "Frederick the Great." 10 Credits.
8. Give an account of *two* reform measures with which Gladstone was prominently connected. 10 Credits.

9. Write a sketch of the life of "Peter the Great."

10 Credits.

10. Give an account of Xerxes' preparations to invade Greece.

10 Credits.

LITERATURE.

(From Trimble's Shorter Course.)

1. Explain the elements that must enter into the *true* oration. Name *four* great orations.

10 Credits.

2. Who was Alfred the Great? During what century did he live, and what did he do for English literature?

10 Credits.

3. Sketch briefly the historical events on which each of the following is based: "The Lady of the Lake," and "Speech on Conciliation With America."

10 Credits.

4. Tell the story of Macbeth.

10 Credits.

5. What are the greatest contributions to literature of the following: George Eliot, Milton, Hawthorne, Bryant, Irving?

10 Credits.

6. Give a brief sketch of two of the most important writers of the Elizabethan period.

10 Credits.

7. Give a summary of Alexander Pope's writings, their design and effect.

10 Credits.

8. Discuss "The Revival of Learning," giving the names of the writers of that period and the principal work of each.

10 Credits.

9. Name the trio who hold the highest rank among the Victorian poets, a trio of the most prominent novelists, a trio of the greatest scientists. Give a quotation from each of *five* poems written by Tennyson.

10 Credits.

10. Who were the *three most* distinguished orators of the "Revolutionary Period," and who were their English contemporaries? Name *five* great American poets.

10 Credits.

PSYCHOLOGY.

(From Halleck's Psychology and Psychic Culture.)

1. Explain the difference between *afferent* and *ef-ferent* nerves. 10 Credits.
2. Discuss the brain as to: localization of functions, effect of mental action on the brain, relation between age and brain growth. 10 Credits.
3. State *five* important apperceptive truths. 10 Credits.
4. Tell briefly *five* ways of cultivating memory, and give remedies for mind-wandering. 10 Credits.
5. Classify the emotions. 10 Credits.
6. Explain the influence of thought culture on character. 10 Credits.
7. Show the relation between habit and volition. 10 Credits.
8. Illustrate why conscience is not infallible. 10 Credits.
9. Explain the different types of action. 10 Credits.
10. Show the different types of the will, and explain how it differs from other mental powers. 10 Credits.

RHETORIC.

(From Williams' Composition and Rhetoric.)

1. Define and illustrate each of six kinds of sentences according to rhetorical classification. 10 Credits.
2. Distinguish between style and diction. 10 Credits.
3. Define the divisions of diction, and give rules for attaining rhetorical purity. 10 Credits.

4. Explain the importance of style, and give the eight brief means of obtaining a good style. 10 Credits.

5. Give a definition and an example of each of the *ten* most important figures of speech. 10 Credits.

6. Define the leading features of versification. 10 Credits.

7. State the principles that should be observed in the construction of paragraphs. 10 Credits.

8. Write a short paragraph illustrating each of the following: narration, description, argument, persuasion. 10 Credits.

9. What are the proper parts of an oration? What are the essential qualifications of a successful orator? 10 Credits.

10. How does poetry differ from prose? Define *four* kinds of poetry. Quote from each class, or give the title of a poem in each class, naming the class to which it belongs. 10 Credits.

LATIN.

1—3. Translate into good English the following:

Ad haec Ariovistus respondit: Ius esse belli, ut, qui vicissent, iis, quos vicissent, quemadmodum vellent, imperarent: item populum Romanum victis non ad alterius praescriptum, sed ad suum arbitrium imperare consuesse. Si ipse populo Romano non praescriberet, quemadmodum suo iure uteretur, non oportere sese a populo Romano in suo iure impediri. Aeduos sibi, quoniam belli fortunam tempassent et armis congressi ac superati essent, stipendiarios esse factos. Magnam Caesarem iniuriam facere, qui suo adventu vectigalia sibi deteriora faceret. Aedius se obsides redditurum non esse, neque iis neque eorum sociis iniuria bellum illaturum, si in eo manerent, quod convenisset, stipendiumque quotannis penderent; si id non fecissent, longe iis fratrum nomen populi Romani

afuturum. Quod sibi Caesar denuntiaret, se Aeduorum iniurias non neglecturum, neminem secum sine sua pernicie contendisse. Cum vellet, congregaretur: intelleturum, quid invicti, Germani, exercitatissimi in armis, qui inter annos xiv tectum non subissent, virtute possent.

30 Credits.

4. Parse: respondit, quos, praescriptum, uteretur, factos, deteriora, afuturum, pernicie, exercitatissimi, possent.

10 Credits.

5—7. Translate into good English the following:

Tum breviter Dido vultum demissa profatur:

'Solvite corde metum, Teucri, secludite curas.

Res dura et regni novitas me talia cogunt
moliri et late finis custode tueri.

Quis genus Aeneadum, quis Troiae, nesciat urbem
virtutesque virosque aut tanti incendia belli?

Non obtunsa adeo gestamus pectora Poeni,
nec tam aversus equos Tyria Sol iungit ab urbe.

Seu vos Hesperiam magnam Saturniaque arva
sive Erycis finis regemque optatis Acesten,
auxilio tutos dimittam opibusque iuvabo.

Vultis et his mecum pariter considerare regnis?
urbem quam statuo, vestra est; subducite navis;

Tros Tyriusque mihi nullo discrimine agetur.

Atque utinam rex ipse Noto compulsus eodem
adforet Aeneas! equidem per litora certos

dimittam et Libyae lustrare extrema iubebo,
si quibus eiectus silvis aut urbibus errat.'

30 Credits.

8. Give a synopsis of the verb *ico* in the *passive* voice, *second* person, *singular* number. 10 Credits.

9. Give *all* the participles of: *dirigo*, *debeo*, *frico*, *queo*, *seco*. 10 Credits.

10. Translate into Latin:

(a) When the Gaul had arrived at the camp of the enemy, he feared that he would be killed.

- (b) The Veneti think they will recover the hostages that they gave to Crassus.

10 Credits.

ACADEMIC OR PRIMARY STUDIES FOR PRIMARY CERTIFICATES.

ARITHMETIC.

1. A boy bought $\frac{1}{3}$ of a bushel of nuts and sold $\frac{1}{4}$ of them for what he paid for all, and the remainder at cost. If he gained \$1.50 by the transaction, how much did he pay for the nuts? 20 Credits.

2. If steel rails weight 24 lbs. a foot, and can be bought for \$30 a ton, what will be the cost of the rails for a mile of single-track railway? 20 Credits.

3. A ladder 52 ft. long stands close against a building. How far must the foot be drawn out that the top may be lowered 4 feet. 20 Credits.

4. A house which cost \$4,800 rents for \$300. If the taxes are 2 per cent. and repairs \$5.50 per annum, what per cent. is the net income? 20 Credits.

5. If 58 men, working 9 hours a day, require 6 days to dig a trench 100 yds. long, 2 yds. wide and 3 yds. deep, how many men, working 10 hours a day for 9 days, will be required to dig a trench 50 yds. long, 6 yds. wide and 5 yds. deep in ground twice as hard to dig? 20 Credits.

GRAMMAR.

1. Decline I, thou, herself, who, which, what, sheep, mouse, man, sister-in-law. 20 Credits.

2. Show how the *first* lesson on the *three* primary tenses should be developed in a class. 20 Credits.

3. Explain the difference between a compound sentence and a complex sentence. Illustrate.

20 Credits.

4. Explain and illustrate the formation of the *emphatic*, the *progressive*, and the *passive* forms of a verb.

20 Credits.

5. Analyze or diagram the following sentence, also parse the italicised words: Office *confers no honor upon* a man *who is worthy* of it, *and it will disgrace every man who is not*.

20 Credits.

COMPOSITION.

1. What good effects are produced by the use of figurative language in composition? What is the educational value of the study of figures of speech?

20 Credits.

2. Write a letter applying for a position as teacher in the primary department in some school of this State. Give all necessary details, and pay special attention to the general tone of the letter.

20 Credits.

3. Give the nature and the scope of the work in language during the first year of school.

20 Credits.

4. Write a description of some noted building you have seen.

20 Credits.

5. Make a topical outline for a narrative of at least four paragraphs on one of the following subjects:

(a) "My First Day's Experience as a Teacher."

(b) "A Fourth of July Celebration."

20 Credits.

GEOGRAPHY.

1. Why is it necessary to conserve our forests in America? Name some regions of the earth that have suffered because they have been denuded of their trees.

20 Credits.

2. Vancouver Island and Labrador are in about the same latitude. Compare climate, giving reasons for differences. 20 Credits.
 3. Name the peninsulas of Asia, also the seas that border on its coast. 20 Credits.
 4. Compare Mexico and the Dominion of Canada as to climate, products, animal life and occupations of the people. 20 Credits.
 5. Describe the surface, drainage, climate and natural resources of Florida. 20 Credits.
-

UNITED STATES HISTORY.

1. Why was the possession of Quebec important at the time of the French and Indian War? Describe Wolfe's campaign against Quebec. 20 Credits.
 2. Give an account of *two* Southern industries that have been very important historically, and explain the importance of each. 20 Credits.
 3. Draw an outline map of the Southern States between the Mississippi and the Atlantic, and on it locate, with names, *four* battlefields of the Civil War. 20 Credits.
 4. How many Governors has Florida had up to the present time? State one historical fact incident to each of the different administrations. 20 Credits.
 5. For what was Monroe's administration famous? Explain. 20 Credits.
-

METHODS AND PRINCIPLES.

(ORAL.)

1. Give a lesson in reading adapted to the *first* grade; also one suited to the *third* grade. 20 Credits.

2. (a) Give a spelling lesson adapted to the *second* grade. (b) Give a lesson in home geography adapted to the *third* grade on one of the following topics: a mountain, a lake, an island. Illustrate with drawings.

20 Credits.

3. In numbers, teach the following:

(a) All combinations of ten.

(b) Establish the *fourth* line of multiplication.

(c) $25 + 18 = 43$ $\frac{2}{3}$ of 21 = 14

$36 + 27 = 63$ $\frac{3}{5}$ of 25 = 15

$75 - 54 = 21$ $\frac{9}{16}$ is the same as $\frac{1}{2}$

$17 - 8 = 9$ $\frac{1}{16}$ is the same as $\frac{1}{4}$

20 Credits.

4. Give a nature study lesson on one of the following subjects: the dog, a watermelon, rain. Adapt this lesson to the *second* or *third* grade.

20 Credits.

5. As language work for the *third* grade, teach the following:

(a) The proper use of *was* and *were*, *go* and *goes*, *fly* and *flies*.

(b) The making of compound sentences from simple sentences.

20 Credits.

METHODS AND PRINCIPLES.

(WRITTEN.)

1. Define conduct, discipline, education. Give the classification of feelings. 10 Credits.

2. What *three* kinds of co-operation may exist between principal and teacher. Name the *seven* sanctions of rights of the teacher. 10 Credits.

3. Discuss the *self-activity* of the child. 10 Credits.

4. Explain what is meant by the control of one individual by another; by self-control. 10 Credits.

5. Discuss the *development* of habits, also the *arrest* of habits. 10 Credits.
6. Explain the function of government. Name the signs of good government. Show the difference between preadolescent and adolescent government. 10 Credits.
7. Discuss the importance of the development of respect for rights. 10 Credits.
8. What education tendencies have led to the "nature study" now so general in elementary schools? What is the value of this study? 10 Credits.
9. Describe a development lesson, and show its pedagogic value. 10 Credits.
10. Make a daily program for use in either a rural school or a grade in a city school. 10 Credits.

FOR SPECIAL CERTIFICATES.

DRAWING.

1. Define *freehand* and *mechanical* drawing, and give an example of each. 10 Credits.
2. (a) One *geometric* view shows how many dimensions? (b) Draw a pattern for the construction of a hollow square prism of paper. 5 Credits Each.
3. Represent an *open* book in parallel perspective. 10 Credits.
4. Make a light and shade drawing of a group of two or more objects, one of which shall be rectilinear, another curvilinear. 10 Credits.
5. Define and illustrate *mass* drawing. 10 Credits.
6. Using conventional plant forms as motif, make a design for a border 2 in. wide. Finish in *two* tones. 10 Credits.
7. Define the following terms as applied to color: *scale, cold, warm, tone, pigment*. 2 Credits Each.

8. Name *five* principles of perspective. 10 Credits.
 9. Draw a cabin by the roadside, with trees in the distance, showing perspective. 10 Credits.
 10. (a) Give *plan* of lesson in drawing. (b) Discuss *preparation* of lesson by teacher. 5 Credits Each.
-

MANUAL TRAINING.

1. Explain the *educational* value of drawing as applied in manual training. 10 Credits.
 2. Explain how Science and Art are *united* through *tools*. 10 Credits.
 3. Discuss *at length* the "Ideal School." 10 Credits.
 4. Illustrate wood-turning, with *five* drawings. 10 Credits.
 5. Show how "*Useful Arts*" are *finer* than the "*Fine Arts*." 10 Credits.
 6. Explain the *benefits* of the *alternation* of *manual* and *mental* exercises. 10 Credits.
 7. As *intelligence* is the *basis* of character, show that the *more* practical the intelligence the *higher* will be the development. 10 Credits.
 8. (a) Why is a *trade* better than a profession?
(b) Show that *intelligence* is the *basis* of character. 10 Credits.
 9. Explain how manual training is the union of *thought* and *action*. 10 Credits.
 10. (a) Show how the *objective* must take the place of the *subjective* in education. (b) Show how *selfishness* must give way to *altruism*. 5 Credits Each.
-

DOMESTIC SCIENCE.

1. What relation does domestic science bear to the *regular* school curriculum? 10 Credits.

2. What *precautions* must be taken in heating a room by stoves? 10 Credits.
3. Name *five* classes of food, and specify which are *organic* and which *inorganic*. 10 Credits.
4. (a) Make out a menu for a real *balanced* dinner.
(b) What is meant by a *real balanced diet*? 5 Credits Each.
5. Give *simple* rules for proper cooking of (a) *vegetables*, (b) *tender* meat, (c) *tough* meat, (d) *eggs*. 10 Credits.
6. What *precaution* should be taken in the *care* of *milk* from the time of milking until it reaches the consumer. 10 Credits.
7. How and why should the *summer* dietary differ from that of *winter*. 10 Credits.
8. What is the *most* dangerous *source* of water pollution, and what is its *especial* danger? 10 Credits.
9. Name the *fundamental* principles of domestic art. 10 Credits.
10. Give *full* directions for *cutting* and *making* a coat sleeve. 10 Credits.

MUSIC.

1. (a) What is meant by a *rote* song? (b) What is the *purpose* of a *rote* song? 5 Credits Each.
2. (a) Upon what does *beauty* depend in melody composition? (b) What is the *purpose* of teaching music in the public schools? 5 Credits Each.
3. (a) What *sign* will make the pitch of *F* sharp half tone higher? (b) What *key* is the relative minor of *C*? Of *B* flat? 5 Credits each.
4. (a) How many *whole* steps in the major scale? (b) How many *intervals* in the major scale? Illustrate each. 5 Credits Each.
5. Explain the difference between *time* and *pitch* in music. 10 Credits.

6. Draw a musical staff, use the *treble* clef on it, and write the musical scale upon it, using both *letters* and *syllables*, the key being *G*. 10 Credits.

7. Explain the meaning of *melodies*, *rythmics*, *dy-namics*, as applied to music, and distinguish between the musical *scale* and the musical *staff*. 10 Credits.

8. Illustrate the *transposition* of a musical *scale*. 10 Credits.

9. Write a *major* scale, a *minor* scale, and a *chro-matic* scale. 10 Credits.

10. (a) Name *five* patriotic songs that pupils should know. (b) What episode does "The Star-Spangled Ban-ner" commemorate, and who was its author? 5 Credits Each.

CHEMISTRY.

1. Why are not *air* and *water now* called elements? Explain why hot *sulphuric* acid produces worse burns than hot *hydrochloric* acid. 10 Credits.

2. Describe a *laboratory* method of preparing oxygen. Write the reaction. 10 Credits.

3. Give the *important* physical and chemical prop-erties of chlorine. Name *three* compounds of chlorine, and write the chemical formula of each. 10 Credits.

4. Compare as to *luminosity* the flame of *hydrogen* with that of *acetylene*. Explain. 10 Credits.

5. Describe the *manufacture* of ordinary (ethyl) alcohol, and state its *important* properties. What is *de-natured* alcohol? 10 Credits.

6. Explain how to determine whether a solution is *acid* or *alkaline*. 10 Credits.

7. Write symbols for: silver, mercury, lead, gold, an-timony, sulphuric acid, nitric acid, carbonic acid. 10 Credits.

8. Discuss the *relation* of silicon dioxide to plants. 10 Credits.

9. Describe the manufacture of steel by the following processes: cementation, Bessemer, Thomas—Gilchrist, Simons—Martin. 10 Credits.

10. Describe a *spectroscope*. Who perfected the spectroscope and developed its use? What *recent* use has been made of the spectroscope in chemistry, and in astronomy? 10 Credits.

BIOLOGY.

1. Make a drawing of a *cross* section of the stem of a *monocotyledonous* plant, designating the *various* parts. 10 Credits.

2. Name the *physiologic* functions of leaves. 10 Credits.

3. Describe the *life* processes of the protozoan. Illustrate with drawings. 10 Credits.

4. Make a drawing of a *lateral* half of the crawfish or of the lobster. 10 Credits.

5. Describe the method of respiration of *each* of the following: *bird, fish, clam, frog*. 10 Credits.

6. Make a drawing of the *general* structure of the *alimentary* canal of man. 10 Credits.

7. State the functions of the *white* blood corpuscles. 10 Credits.

8. Describe the *composition* and the *uses* of the lymph. 10 Credits.

9. Discuss the *structure* and *habits* of mosquitoes, in so far as they affect the *health* of the human race. 10 Credits.

10. Give the *effect* of alcohol on (a) the *moisture* in the tissues of the body, (b) the *oxygen* in the tissues of the body. 10 Credits.

FRENCH.

1—6. Translate into English :

Après la lecture de cette lettre, Camille resta quelques instants comme anéanti ; puis il se mit à la relire mot par mot, réfléchissant entre chaque phrase, et ne pouvant se décider à croire qu'il était abandonné. Quand il arriva à cette dernière ligne : "Adieu pour la seconde fois et pour toujours il la relut plusieurs fois et fondit en larmes. Plus de doute, il était seul, seul sur cette terre, seul au milieu de la brillante société qui, à cette heure, se promenait en foule dans le jardin des Tuileries car le soleil était couché, mais la nuit n'était pas encore venue. Bien que la lettre de Gustave lui donnât la certitude qu'il ne reviendrait plus, il n'osait croire encore à une pareille cruauté de la part du seul parent qu'il eût au monde.

—Ce serait si mal — se disait-il, —si mal que cela ne se peut il veut m'effrayer.

Et il n'osait bouger de sa place, de crainte que son cousin, ne le trouvant plus à son retour, ne s'éloignât tout à fait.

Camille était tellement préoccupé, qu'il ne sentait plus la faim ; une idée unique troublait et absorbait sa raison.

60 Credits.

7. Write the principal parts of tenir, vouloir, dormir, faire, joindre.

10 Credits.

8. Write all the forms of the conjunctive and the disjunctive personal pronouns.

10 Credits.

9. State and illustrate by French sentences the rules for the agreement of the past participle.

10 Credits.

10. Translate into French : (a) You cannot be contented unless you are occupied. (b) Here are the things that she brought. (c) Give me your watch, and I will give you mine. (d) I was thinking last night of the old college days. (e) Who is there? It is he.

10 Credits.

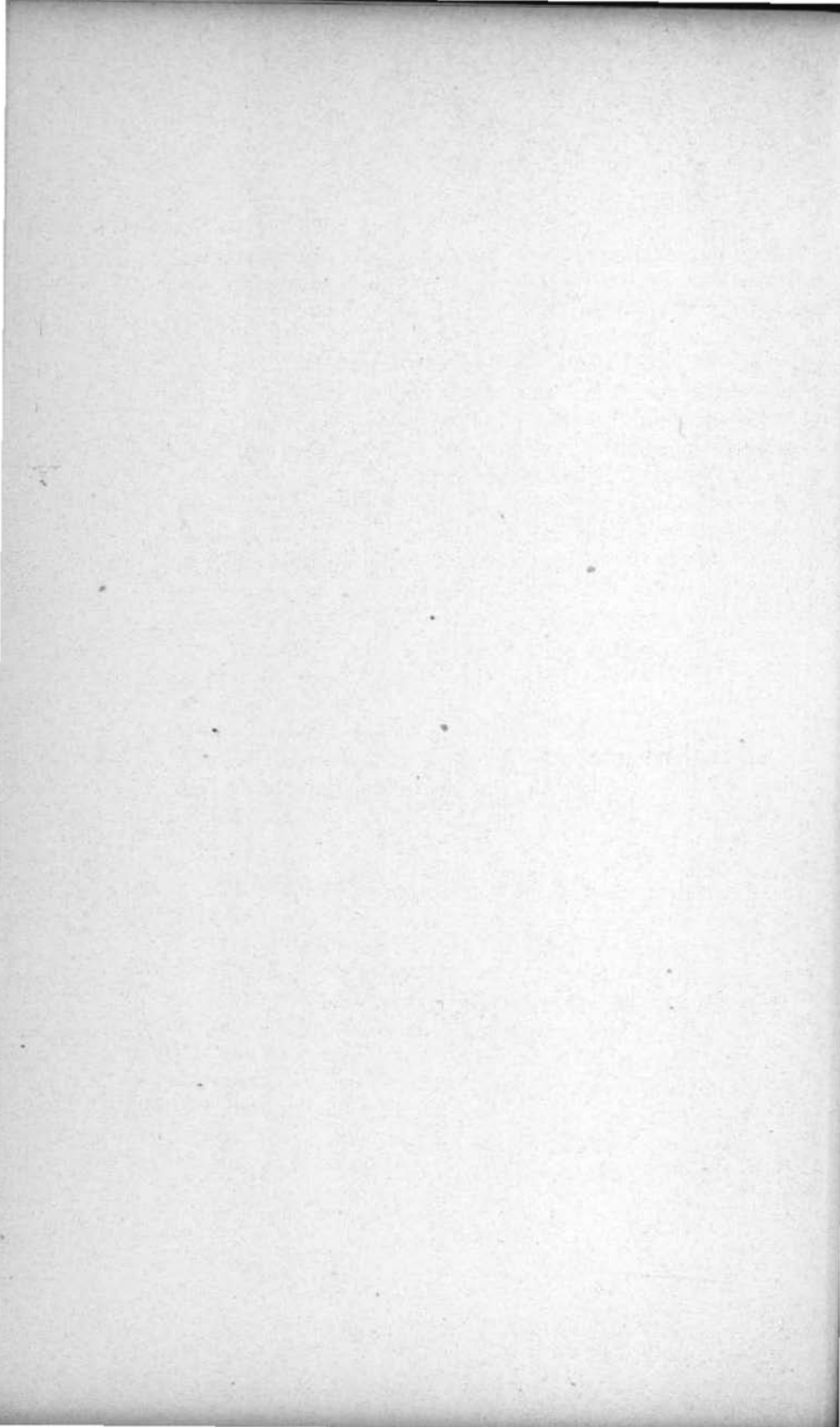
**MISSING
PAGE(S)**

sweep, father, mother, son, daughter, desk, would, advise, statistics, arrived, acknowledge, picture, aggregate, annually, assure, separate, support, settlement, guarantee, respectfully, probable, circumspect. 25 Credits.

2. Transcribe into shorthand the following phrases: very truly yours, and the, this is the, my dear sir, to be, of the, on hand, for the, in reply, enclose you, I am in receipt of your letter, to hand, as soon as, you will find, yours respectfully, call your attention, I am in receipt of your favor, time to time, as per, requesting the, yours very truly, thanking you, advises us. 25 Credits.

3. Write in shorthand the following numbers: 1, 2, 5, 7, 9, 11, 13, 23, 100, 1,000. Transcribe into shorthand the following proper names: Jacksonville, Pensacola, Kismimmee, Micanopy, San Francisco, New Orleans, New York, Washington, D. C., Asheville, Chicago, St. Louis, Detroit. 12½ Credits Each.

4. Take dictation at the rate of one hundred words a minute, and transcribe the same at the rate of twenty-five words per minute. Matter to be dictated by examiner. 25 Credits.



CHAPTER VII.

ARBOR DAY.

Regulation 13, of the State Board of Education, reads as follows:

The State Board of Education names the first Friday of February of each year as ARBOR DAY, which shall not be observed as a holiday, but shall be devoted to the planting of trees on school grounds, or other appropriate public places, together with other suitable exercises, lessons or lectures designed to interest and instruct the children in the care and cultivation of trees. No teacher should be allowed compensation for Arbor Day, unless a prescribed number of trees has been properly planted and securely protected against injury. The following programs were almost universally observed throughout the State. The grounds of many of the schools in the different counties present an attractive appearance since the observance of Arbor Day was inaugurated in this State.

The State of Florida Arbor Day

February 5, 1909

Suggestive Program

W. M. HOLLOWAY,
State Superintendent of Public Instruction.

Song—An Anthem for Arbor Day.

Scripture Reading.

Invocation.

Reading Letter of State Superintendent.

Song—The Planting of the Tree.

Dialogue—Why We Keep Arbor Day.

Essays—

“The Trees Most Common in Our Country.”

“Beautify School Grounds.”

“How Birds Help Us.”

Song—Selected.

Recitation—My Neighbor.

Short Address, by a Speaker Chosen for the
Occasion.

Song—Florida.

Department of Public Instruction.**Office of State Superintendent****Tallahassee, Dec., 1908.**

To the Teachers of the Public Schools of Florida:

During the past few years a great deal of attention has been given to forestry. The rapid destruction of our forests, the unfavorable climatic results which have followed, the present scarcity of good timber and the future need in this direction, have served to awaken a general interest in this subject in all sections of our country.

This subject has become a matter of so much importance that elementary courses in forestry have been established in some of our colleges for the purpose of giving special training to those who desire to enter the forestry service.

The observance of Arbor Day in public schools has become well-nigh universal throughout the nation. It is expected that all the public schools throughout the State will observe this day in an appropriate manner.

The proper observance of Arbor Day should result in greatly improved school grounds, more attractive school rooms, a deeper love for nature study, and a more intimate acquaintance with the plants and flowers and birds that are to be found in the immediate vicinity of the home and the school.

The influence of the day should be felt throughout the entire community. It should be manifest everywhere in improved highways and more beautiful homes.

That these results may be secured in large measure is my earnest desire.

W. M. HOLLOWAY,
State Superintendent Public Instruction.

AN ANTHEM FOR ARBOR DAY.

(Tune: "America.")

Joy for the sturdy trees!
 Fanned by each fragrant breeze,
 Lovely they stand!
 The songbirds o'er them trill,
 They shade each tinkling rill,
 They crown each swelling hill,
 Lowly or grand.

Plant them by stream and way,
 Plant where the children play
 And toilers rest,
 In every verdant vale,
 On every sunny swale,
 Whether to grow or fail—
 God knoweth best.

Select the strong, the fair,
 Plant them with earnest care—
 No toil is vain.
 Plant in a fitter place,
 Where, like a lovely face,
 Let in some sweeter grace,
 Change may prove gain.

God will his blessing send—
 All things on Him depend.
 His Loving care
 Clings to each leaf and flower
 Like ivy to its tower.
 His presence and His power
 Are everywhere.

—Samuel F. Smith.

THE PLANTING OF THE TREE.

(Air: "Auld Lang Syne.")

In soil the dearest and the best
 On which the sun can shine,
 We plant thee, tree, in hope today,
 Oh, let our cause be thine!
 Strike deep thy roots, wax wide and tall,
 That all this truth may know,
 Thou art our type of future power,
 Like thee, we too shall grow.

In coming years thy kindly shade
 The sons of toil shall bless;
 Thy beauty and thy grace shall all
 With grateful voice confess;

And so our youth in wisdom trained
 Shall render service great,
 Our schools send sons and daughters forth,
 The glory of the State.

Refrain.

Like thee, we too shall grow,
 Like thee, we too shall grow,
 Thou art our type of future power,
 Like thee, we too shall grow. —Selected.

WHY WE KEEP ARBOR DAY.

(For seven children. As they take their places upon the stage, those in seats recite the first stanza.)

Trees of the fragrant forest,
 With leaves of green unfurled,
 Through summer's heat, through winter's cold,
 What do you do for our world?

First—

Our green leaves catch the raindrops
 That fall with soothing sound,
 Then drop slowly, slowly down,
 'Tis better for the ground.

Second—

When rushing down the hillside,
 A mighty freshet forms,
 Our giant trunks and spreading roots
 Defend our happy homes.

Third—

From burning heat in summer,
 We offer cool retreat;
 Protect the land in winter's storm
 From cold, and wind, and sleet.

Fourth—

Our falling leaves in autumn,
 By breezes turned and tossed,
 Will make a deep sponge carpet warm
 Which saves the ground from frost.

Fifth—

We give you pulp for paper,
 Our fuel gives you heat;
 We furnish lumber for your homes,
 And nuts and fruit to eat.

Sixth—

With strong and graceful outline,
 With branches green and bare,
 We fill the land all through the year
 With beauty everywhere.

All—

So, listen, from the forest,
 Each one a message sends
 To children on this Arbor Day,
 "We trees are your best friends."

—Primary Education.

MY. NEIGHBOR.

I have a new neighbor just over the way,
 She was moving in on the first of May;
 When she took in her household goods, I saw
 They were nothing but rubbish and sticks and straw;
 But when I made her a call just now
 I found she had furnished her house somehow
 All trim and tidy and nice and neat,
 The prettiest cottage in all the street.
 Of thistledown-silk was her carpet fine,
 A thousand times better and softer than mine.
 Her curtains, to shut out the heat and light,
 Were woven of blossoms pink and white;
 And the dainty roof of her tiny home
 Was a broad green leaf like an emerald dome.
 'Tis the cosiest nook that you ever did see,
 Mrs. Yellowbird's house in the apple tree.

—Youth's Companion.

FLORIDA.

By W. C. Baugh, Tampa.

Tune: "Maryland, My Maryland."

O lovely land of sunny skies,
 Florida, my Florida;
 My praise of thee shall ever rise,
 Florida, my Florida;
 No wintry storms e'er rule o'er thee,
 Thou land that liest 'twixt Gulf and Sea,
 Forever fanned by breezes free,
 Florida, my Florida.

A thousand lakes reflect thy skies,
 Florida, my Florida;
 Here many a fairy prospect lies,
 Florida, my Florida;

Thy groves a perfume fling the breeze,
 Thy flowers a fortune give the bees,
 Thy forests yield the giant trees,
 Florida, my Florida.

'Twas thou the Spaniard tried to tame,
 Florida, my Florida;
 And gave to thee thy lovely name,
 Florida, my Florida;
 But not for him thy wedded hand,
 Thou fairest of Columbia's band,
 Beneath the starry flag we stand,
 Florida, my Florida.

Some boast the joys of winter time,
 Florida, my Florida;
 Or seek the rugged mountain clime,
 Florida, my Florida;
 But 'mong thy woods and orange groves,
 Rich fields beneath blue skies above,
 Here would I ever live and love
 Florida, my Florida.

The State of Florida

Arbor Day

February 4th, 1910

Suggestive Program

Song Florida

Scripture Reading

Invocation

Reading Letter of State Superintendent

Song Our Mothers Three

Recitation What the Trees Teach Us

Essays—Trees:

“The Yellow Pine”

“The Live Oak”

“The Orange”

Essays—Birds:

“The Mocking”

“The Quail”

Poem Original

“The Orange Blossom” (State Flower)

Song Selected

Recitation An Arbor Day Sonnet

Recitation The Mocking Bird

Discussion by Pupils, Teachers and Visitors—

Subject Tree Planting, Its Necessity

Roll Call—

Have each child respond with some memory gem
appropriate to Arbor Day or Bird Day.

Song After the Planting

DEPARTMENT OF PUBLIC INSTRUCTION.

OFFICE OF STATE SUPERINTENDENT,

Tallahassee, December, 1909.

To Teachers and Pupils:

The planting of a tree brings a double blessing. It blesses him who plants and him who enjoys its fruit, shade or beauty. But to the planter ever comes the greater good. A worker with God is he who helps a living thing to grow; sharer of a creative power, he who shapes its struggling forces into forms of beauty and usefulness. To spell the word or to master the book; to build the home, or to cook the meal; to write the song, or to sing it; each if done in the love of it, brings its own full reward to the worker; but to plant a seed or to set a tree, to help it grow to flower and leaf, to fruit and shade, surely brings a *larger* gift of joy and power. The planting and the care of it are for the planter—they add much to his personal good and self power—but the tree itself is for all. 'Tis a gift to the community. All may share its shade and beauty, therefore, is the planting of a tree a double blessing. Let *us* plant the tree.

In view of the fact that no provision has been made in our statutes for Bird Day, I also wish to recommend that a part of Arbor Day be set aside for this purpose. I would suggest that special prominence be given to the subject of bird study, and that on this occasion Audubon Societies be organized for protecting and taking care of our birds. Teach the children to look upon birds as their friends and that they should love and protect them instead of destroying them.

W. M. HOLLOWAY,

State Superintendent Public Instruction.

OUR MOTHERS THREE.

Vernon P. Squiers.

(Air:—Battle Hymn of the Republic.)

Come now and raise a glad some song to Mother Nature dear;
 Again the flowers laugh in the fields, again the birds sing clear;
 And we who love God's bright, fair world should let that love
 appear,

On this glad Arbor Day.

Chorus:—Mother Nature, hear our singing;
 Take the praises we are bringing;
 May they swell forever ringing,
 As on this Arbor Day.

And let us, too, join hearts in praise of our dear native land,
 Our Mother Country, she to whom we all pledge heart and hand,
 A peerless queen she truly is; so may she ever stand,
 As on this Arbor Day.

Chorus:—Mother Country, etc.

And to our Alma Mater, our dear Mother School as well,
 We sing to show our loyalty, we would her virtues tell:
 She teaches us the truth of life; we pledge to heed them well,
 On this glad Arbor Day.

Chorus:—Alma Mater, etc.

Our school we love, our happy land, and Nature's beauty rare,
 Three mothers they, and in their weal we each have some true
 share;
 So plant we trees, salute the flag, and faith and fealty swear,
 On this glad Arbor Day.

Chorus:—Mother Nature, hear our singing;
 Mother Country, love we're bringing;
 Mother School, thy praise is ringing,
 On this glad Arbor Day.

WHAT THE TREES TEACH US.

I.

I am taught by the Oak to be rugged and strong
 In defense of the right; in defiance of wrong.

II.

I have learned from the Maple, that beauty, to win
 The love of all hearts, must have sweetness within.

III.

The Beech, with its branches wide-spreading and low,
 Awakes in my heart hospitality's glow.

IV.

The Pine tells of constancy. In its sweet voice
It whispers of hope till sad mortals rejoice.

V.

The nut-bearing trees teach that 'neath manners gruff,
May be found as "sweet kernels" as in their caskets rough.

VI.

The Birch, in its wrappings of silvery gray,
Shows that beauty needs not to make gorgeous display.

VII.

The Ash, having fibres tenacious and strong,
Teaches me firm resistance, to battle with wrong.

VIII.

The Aspen tells me with its quivering leaves,
To be gentle to every sad creature that grieves.

IX.

The Lombardy Poplars point upward in praise,
My voice to kind Heaven, they teach me to raise.

X.

The Elm teaches me to be pliant and true;
Though bowed by rude winds, it still rises anew.

XI.

I am taught generosity, boundless and free,
By the showers of fruit from the dear Apple tree.

XII.

The Cherry tree blushing with fruit crimson red,
Tells of God's free abundance that all may be fed.

XIII.

In the beautiful Linden, so fair to the sight,
This truth I discern: It is inwardly white.

XIV.

The firm-rooted Cedars like sentries of old,
Show that virtues deep-rooted, may also be bold.

—Helen O. Hoyt.

AN ARBOR DAY SONNET.

Beautiful, stately and grand are the trees,
That spring from this wonderful, good old earth;
To music, pleasure, musings deep give they birth.
Oft you hear them whispering gentle pleas
Against annihilation by degrees,
What if they all were consumed on the hearth!

Throughout the land there'd be a dreadful dearth.
 Anywhere, Everywhere, plant more trees,
 That n'er may we lack quiet, peaceful shade;
 Nor e'er be without their beauty in Spring;
 We want luscious fruit they alone can give;
 Lest the lessons they teach from memory fade:
 And, if there were not any other thing,
 For future generations let them live.

—Mary Scrugham.

THE MOCKING BIRD.

He didn' know much music
 When first he came along,
 An' all the birds went wonderin'
 Why he didn't sing a song.

They primped their feathers in the sun,
 An' sung their sweetest notes;
 An' music jest come on the run
 From all their purty throats!

But still that bird was silent
 In summer time an' fall;
 He jest set still an' listened
 An' wouldn't sing at all!

But one night when them songsters
 Was tired out an' still,
 An' the wind sighed down the valley
 An' went creepin' up the hill;

When the stars was all a-tremble
 In the dreamin' fields o' blue,
 An' the daisy in the darkness
 Felt the fallin' o' the dew—

There came a sound o' melody
 No mortal ever heard,
 An' all the birds seemed singin'
 From the throat o' one sweet bird!

Then the other birds went playin'
 In a land too fur to call;
 Fer there warn't no use in stayin'
 When one bird could sing fer all!

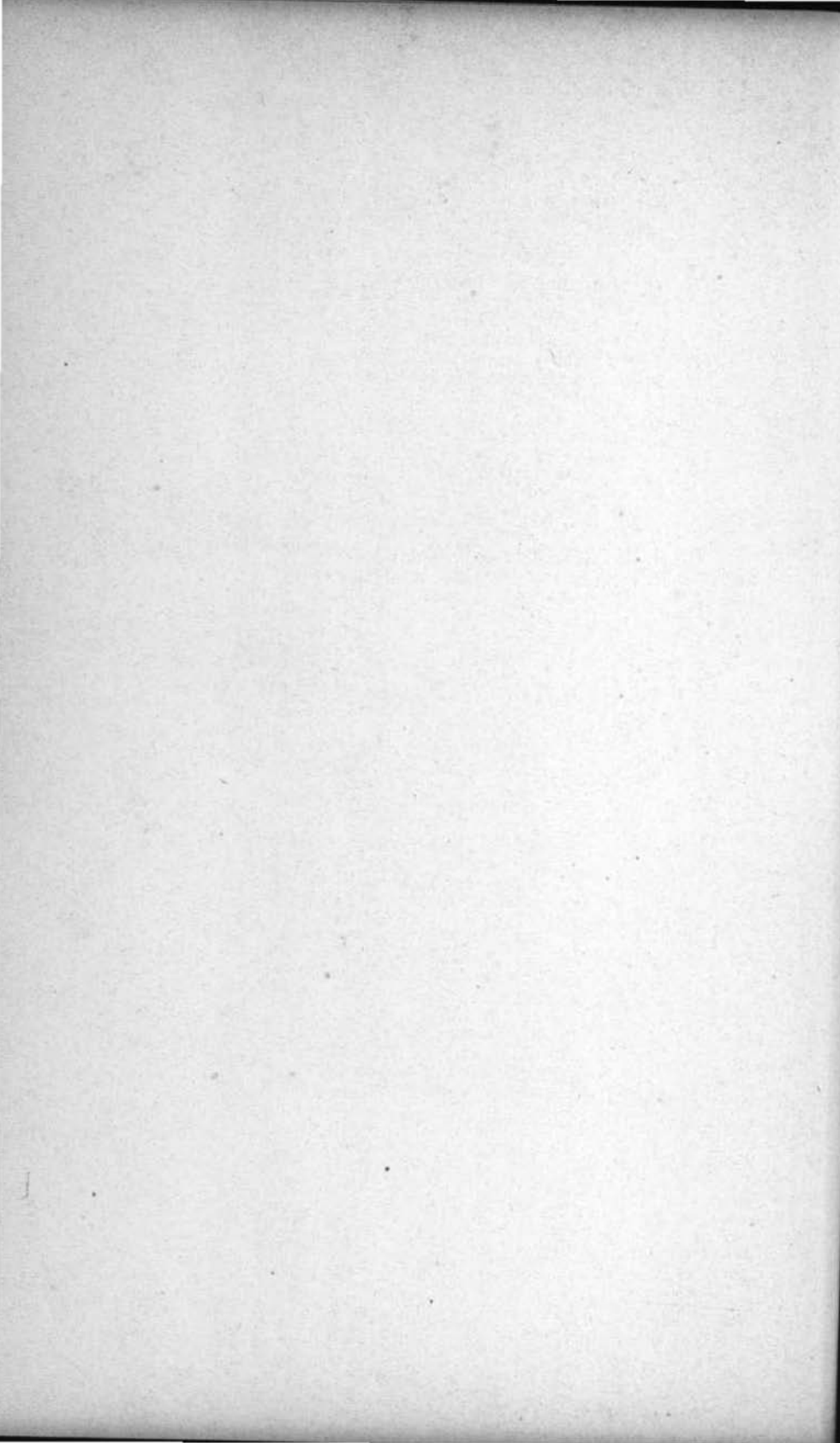
—Frank L. Stanton.

AFTER THE PLANTING.

(Tune:—America).

Grow thou and flourish well,
Ever the story tell
 Of this glad day.
Long may the tendrils raise
To heaven our grateful praise;
 Waft them our sunlight ray
 To God away.

Deep in the earth, to-day
Safely thy roots we lay,
 Vine of our love.
Grow thou and flourish long,
Ever our grateful song
Shall its glad love prolong
 To God above. —Lydia Williams.



CHAPTER VIII.

TEACHERS' SUMMER TRAINING SCHOOLS.

PART I—1909.

Teachers' Summer Training Schools were conducted at Gainesville and Tallahassee for white teachers for a period of six weeks, ending August 6, 1909, with Dr. A. A. Murphree and Dr. Edward Conradi, principals, respectively, in charge without pay. The school for negro teachers was conducted at Tallahassee for a period of six weeks, ending August 6, 1909, with Principal N. B. Young in charge without pay.

GAINESVILLE—WHITE.

	Total.	Male.	Female.
Number enrolled 16 years old and over	116	29	87
Average daily attendance	94	22	72
Number enrolled who have taught...	81	19	62
Number enrolled who have not taught	35	10	25
Number enrolled holding First Grade Certificates	37	10	27
Number enrolled holding Second Grade Certificates.....	18	4	14
Number enrolled holding Third Grade Certificates	18	3	15
Number enrolled holding no certificate	43	13	30

TALLAHASSEE—WHITE.

	Total.	Male.	Female.
Number enrolled 16 years old and over	80	26	54
Average daily attendance.....	64	20	44

	Total.	Male.	Female.
Number enrolled who have taught....	40	13	27
Number enrolled who have not taught	39	12	27
Number enrolled holding First Grade Certificates	20	9	11
Number enrolled holding Second Grade Certificates	14	2	12
Number enrolled holding Third Grade Certificates	6	2	4
Number enrolled holding no certificate	40	13	27

TALLAHASSEE—NEGRO.

	Total.	Male.	Female.
Number enrolled 16 years old and over	68	11	57
Average daily attendance.....	35	4	31
Number enrolled who have taught....	50	10	40
Number enrolled who have not taught	18	1	17
Number enrolled holding First Grade Certificates	3	1	2
Number enrolled holding Second Grade Certificates	25	4	21
Number enrolled holding Third Grade Certificates	18	4	14
Number enrolled holding no certificate	22	2	20

ENROLLMENT BY COUNTIES—Continued.

	GAINESVILLE.			TALLAHASSEE.			NEGRO.		
	Total.	Male.	Female	Total.	Male.	Female	Total.	Male.	Female
Nassau .....	...	...	...	...	...	...	...	...	...
Orange	3	...	3	...	...	...	...	...	...
Osceola	2	...	2	...	...	...	...	...	...
Palm Beach .....	...	...	...	1	...	1	...	...	...
Pasco	9	3	6	...	...	...	...	...	...
Polk	5	1	4	...	...	...	...	...	...
Putnam	3	...	3	...	...	...	...	...	...
St. Johns	1	...	1	1	...	1	...	...	...
St. Lucie	3	...	3	2	...	2	...	...	...
Santa Rosa .....	...	...	...	2	...	2	...	...	...
Sumter	3	1	2	...	...	...	...	...	...
Suwannee	3	1	2	...	...	...	...	...	...
Taylor .....	...	...	...	...	...	...	...	...	...
Volusia	3	...	3	...	...	...	...	...	...
Wakulla .....	...	...	...	6	2	4	...	...	...
Walton .....	...	...	...	1	...	1	...	...	...
Washington .....	...	...	...	1	...	1	1	...	1

EXPENSES SUMMER TRAINING SCHOOLS, 1909.

SALARIES OF INSTRUCTORS—GAINESVILLE.

I. I. Himes, service 30 days.....	\$ 187.50
R. B. Huffaker, service 30 days.....	187.50
H. A. Ferrell, service 30 days.....	187.50
W. H. Russell, service 30 days.....	187.50
Nellie C. Stevens, service 30 days.....	150.00
T. J. McBeath, service 30 days.....	187.50
P. W. Corr, service 30 days.....	187.50
George M. Lynch, service 30 days.....	225.00
W. L. Floyd, service 30 days.....	187.50

SALARIES OF INSTRUCTORS—TALLAHASSEE.

R. M. Evans, service 30 days.....	\$ 187.50
Arthur Williams, service 30 days.....	187.50
Rowena Longmire, service 30 days.....	150.00
E. W. McMullen, service 30 days.....	187.50
F. A. Hathaway, service 30 days.....	225.00
J. H. Fulks, service 30 days.....	187.50
John C. Calhoun, service 30 days.....	187.50
M. C. McIntosh, service 30 days.....	187.50
W. N. Sheats, service 30 days.....	225.00

SALARIES OF INSTRUCTORS—NEGRO SCHOOL.

H. L. James service 30 days.....	\$ 125.00
W. H. A. Howard, service 20 days.....	50.00
E. B. Jones, service 30 days.....	125.00
Laura T. Jones, service 20 days.....	100.00
Laura T. Jones, service 10 days.....	25.00

INCIDENTALS.

Live Oak Publishing Co., advertising.....	\$ 2.60
Capital Publishing Co., printing.....	3.00
Pensacola Journal, advertising.....	4.50
Florida Times-Union, advertising.....	12.50
LaSalle-Stoneman Co., advertising.....	5.60
Tampa Tribune Pub. Co., advertising.....	5.70
J. J. Vernon, expenses while lecturing on agriculture	50.00
Times-Herald, advertising	3.50
Rowena Longmire, service rendered in conduct- ing examinations	5.00
Nellie C. Stevens, service rendered in conduct- ing examinations	3.00
Julian Brown, printing.....	9.90
N. B. Young, postage.....	3.50
James R. Johnson, janitor.....	7.50

H. H. McCreary, printing.....	3.50
J. H. Jarvis, sanitary work.....	9.00
Phoebe March, janitress.....	20.00
W. L. Floyd, chalk, etc.	2.85
Geo. I. Doig, electric lights	1.50
<hr/>	
Total	\$3,990.65
Appropriation for 1909.....	4,000.00
<hr/>	
Balance unexpended	\$ 9.35

RESOLUTIONS OF TALLAHASSEE SUMMER
NORMAL, 1909.

Tallahassee, August 6.

Appreciating the value of the State Summer Schools to the teaching profession, and as a promoter of the educational interests of the State, we, the student body of the Tallahassee Training School, do hereby unanimously pass the following resolutions:

Resolved, first, That we extend a vote of thanks to State Superintendent Holloway for his interest in the work, and especially for his determined effort to secure the appropriation for the running of the school.

Second, That a vote of thanks be extended to the Legislature for its appropriation, and especially to those members of the Legislature who contended to the last for this appropriation.

Third, To Mrs. Yonge and Mrs. Reynolds for their thoughtful care of us during the past six weeks.

Fourth, That we extend a vote of thanks and appreciation to our president, Dr. Conradi, and his able faculty, for the deep interest they have taken in us during the entire school; and to Mr. J. G. Kellum, the secretary and treasurer, for courtesies extended.

Fifth, To the Board of Control for the use of college buildings and grounds.

Also be it resolved, That copies of these resolutions be sent to several of the leading papers of the State for publication, and that we further show our interest in the Summer School and its work by earnestly endeavoring to increase its attendance for the year 1910.

Signed :

F. S. HARTSFIELD.

S. D. GILLIS.

E. H. KENNEDY.

W. H. YOUNG.

LORENA GRIER.

EDNA JENKINS.

EDITH LANIER,

Committee on Resolutions.

RESOLUTIONS OF GAINESVILLE SUMMER NORMAL, 1909.

Whereas, we, the students of the Florida Summer Normal at Gainesville, being deeply sensible of the advantages afforded by the establishment of summer schools, desire to express our appreciation of the benefits derived; therefore, be it

Resolved, That we extend our thanks—

First, to the Florida Legislature for voting the appropriation for State Normals, and thus providing for the advancement of education throughout the State;

Second, to the School Board of Alachua County for so kindly tendering the use of the high school building;

Third, to the good people of Gainesville for their genuine Southern hospitality and courteous treatment;

Fourth, to the president and members of the Epworth League, and to Dr. and Mrs. Kelley, for the two delightful receptions given us;

Fifth, to Professors Vernon, Rolfs, Fawcett and Scott,

of the University, for their interesting and instructive lectures;

Sixth, to the faculty for their untiring energy, unflinching interest and cheerful encouragement manifested toward the students, individually as well as collectively.

Seventh, to our worthy chief, Superintendent W. M. Holloway, for his wise administration of the educational affairs of this State, for his interest in the welfare of the teachers, and for the most efficient faculty he selected for our Summer School.

Be it resolved, also, That we congratulate him on his election as one of the vice presidents of the N. E. A., whereby so great an honor is conferred upon our State, that we consider it an honor well bestowed, and that we heartily indorse the plan to affiliate the Summer Normal Training School at Gainesville with the State University and the Woman's College.

Be it resolved, further, That copies of these resolutions be sent for publication to the Gainesville Sun and the Florida School Exponent.

ELSIE V. SMITH,
EVA L. POOLE,
D. G. BECK, Committee.

Gainesville, August 6.

PART II—1910.

Teachers' Summer Training Schools were conducted at Gainesville and Tallahassee for white teachers for a period of six weeks, ending July 22, 1910, with Dr. A. A. Murphree and Dr. Edward Conradi, principals, respectively, in charge without pay. The school for negro teachers was conducted at Tallahassee for a period of six weeks, ending July 22, 1910, with Principal N. B. Young in charge without pay.

GAINESVILLE—WHITE.

	Total.	Male.	Female.
Number enrolled 16 years old and over	74	14	60
Average daily attendance.....	67	11	56
Number enrolled who have taught....	50	7	43
Number enrolled who have not taught	24	7	17
Number enrolled holding First Grade Certificates	21	7	14
Number enrolled holding Second Grade Certificates	14	..	14
Number enrolled holding Third Grade Certificates	10	..	10
Number enrolled holding no certificate	29	9	20

TALLAHASSEE—WHITE.

	Total.	Male.	Female.
Number enrolled 16 years old and over	85	17	68
Average daily attendance.....	80	16	62
Number enrolled who have taught....	64	12	52
Number enrolled who have not taught	26	8	18
Number enrolled holding First Grade Certificates	15	3	12
Number enrolled holding Second Grade Certificates	16	2	14
Number enrolled holding Third Grade Certificates	15	..	15
Number enrolled holding no certificate	39	9	30

TALLAHASSEE—NEGRO.

	Total.	Male.	Female.
Number enrolled 16 years old and over	100	9	91
Average daily attendance.....	61	5	56
Number enrolled who have taught....	84	9	75
Number enrolled who have not taught	16	..	16

	Total. Male. Female.		
Number enrolled holding First Grade Certificates	2	1	1
Number enrolled holding Second Grade Certificates	34	6	28
Number enrolled holding Third Grade Certificates	40	2	38
Number enrolled holding no certificate	24	..	24

ENROLLMENT BY COUNTIES.

[illegible]

ENROLLMENT BY COUNTIES—Continued.

	GAINESVILLE.			TALLAHASSEE.			NEGRO.		
	Total.	Male.	Female	Total.	Male.	Female	Total.	Male.	Female
Nassau	2	...	2	1	...	1	...	...	...
Orange	5	...	5	1	...	1	2	...	2
Osceola .....	...	...	...	...	...	...	...	...	...
Palm Beach	1	...	1	1	...	1	1	...	1
Pasco	2	...	2	5	1	4	...	...	...
Polk	5	2	3	...	...	...	...	...	...
Putnam .....	...	...	...	1	...	1	1	...	1
St. Johns .....	...	...	...	...	...	...	...	...	...
St. Lucie .....	...	...	...	1	...	1	...	...	...
Santa Rosa	1	1	...	1	...	1	...	...	...
Sumter	4	2	2	...	...	...	...	...	...
Suwannee	2	...	2	...	...	...	...	...	...
Taylor .....	...	...	...	1	...	1	...	...	...
Volusia .....	...	...	...	...	...	...	...	...	...
Wakulla .....	...	...	...	...	...	...	...	...	...
Walton .....	...	...	...	3	1	2	...	...	...
Washington .....	...	...	...	3	1	2	3	...	3

EXPENSES SUMMER TRAINING SCHOOLS, 1910.

SALARIES OF INSTRUCTORS—GAINESVILLE.

W. F. Floyd, service 30 days.....	\$ 225.00
Nellie C. Stevens, service 30 days.....	225.00
I. I. Himes, service 30 days.....	225.00
R. B. Huffaker, service 20 days.....	150.00
John A. Thackston, service 30 days.....	225.00
George M. Lynch, service 30 days.....	225.00
J. H. Workman, service 30 days.....	225.00
W. H. Cassels, service 10 days.....	75.00
Louise LaFontisee, service 15 days.....	62.50

SALARIES OF INSTRUCTORS—TALLAHASSEE.

S. E. McIntosh, service 30 days.....	\$ 225.00
L. S. Barber, service 25 days.....	187.50
H. A. Ferrell, service 30 days.....	225.00
W. E. Knibloe, service 30 days.....	225.00
Asa B. Clark, service 30 days.....	225.00
Rowena Longmire, service 30 days.....	225.00
Arthur Williams, service 30 days.....	225.00
W. N. Sheats, service 30 days.....	225.00
John McNeill, service 5 days.....	37.50
Louise LaFontisee, service 15 days.....	62.50

SALARIES OF INSTRUCTORS—NEGRO SCHOOL.

W. H. A. Howard, service 20 days.....	\$ 100.00
Laura T. Jones, service 30 days.....	120.00
W. E. Melvin, service 20 days.....	50.00
J. A. Wilson, service 20 days.....	100.00
James A. Wilson, service 5 days.....	20.00

INCIDENTALS.

John McDougall, 3,000 1c envelopes.....	\$ 33.72
Capital Publishing Co., printing.....	12.50
Julian L. Brown, printing	9.90
N. B. Young, postage	5.70
Codis Cox, janitor	7.50
Robert Hall, janitor	30.00

Total\$3,989.32

Appropriation for 1910..... 4,000.00

Balance unexpended\$ 10.68

RESOLUTIONS OF GAINESVILLE SUMMER
NORMAL, 1910.

Gainesville, July 23.

After a most successful term of six weeks the Teachers' Summer Training School came to a close Friday with most imposing ceremonies. The program comprised a number of addresses by members of the faculty and students, all of whom felt that the term just closing had been one of the most beneficial ever held in the State, the only regret being the brevity of the term, which the majority think should be extended to three months. Just before the adjournment of the term, the following resolutions were passed:

Whereas, The Teachers' Summer Training School, held at the University in Gainesville, Fla., from June 13 to July 22, 1910, is now drawing to a close; and

Whereas, We, the faculty and the students of this school, realize that this has been an especially pleasant and profitable one; therefore, be it

Resolved, That we hereby express our appreciation of the patriotism of the State Legislature in appropriating money to advance the cause of education. We feel that in providing for summer schools for teachers the Legislature is building up the teachers' profession in this State.

Resolved, That we thank the Hon. W. M. Holloway, our efficient and able State Superintendent of Public Instruction, for his wise administration of school affairs and for his efforts to maintain summer schools for teachers.

Resolved, That we shall remember with gratitude the act of the Board of Control, and Dr. A. A. Murphree, president of the University of Florida, in placing at our disposal the recitation rooms, library, dormitory, dining-room and other equipment of the University. We recommend that in future the Teachers' Summer Training School each year be held at the University.

Resolved, That we thank Prof. P. H. Rolfs, director of the Experiment Station, and his assistants, for special courtesies in explaining to us the great work for the State being carried on at the experiment farm.

Resolved, That we hereby express our appreciation to Rev. Cloar, pastor of the First Baptist Church of Gainesville, and to Dr. A. A. Murphree, for special sermons, and to Prof. P. H. Rolfs for his splendid lecture on "Florida," and to Dr. Edward R. Flint for his excellent and instructive lectures on "The Panama Canal" and on "Malaria."

Resolved, That we thank the B. Y. P. U. of the First Baptist Church of Gainesville, and Dr. and Mrs. Kelley, for enjoyable receptions to the faculty and students.

Resolved, That we thank Mrs. S. J. Swanson, matron of the University, for her many acts of thoughtfulness and kindness to us, and to Mr. Smith, foreman of the machine shops, for souvenirs and many courtesies.

R. B. HUFFAKER, for the Faculty;
CHARLOTTE M. BALDWIN,
MAUDE PAIGE, for the Student Body.

STUDENT RESOLUTIONS.

We, the students of the Summer Normal School of the University of Florida, desire to express our appreciation of the work of the faculty; therefore, be it

Resolved, That while the position of instructor indicates certain duties, we feel that the careful presentation of the subject, and the individual help accorded in and out of class, have more than fulfilled those obligations.

That the personal friendliness shown in every courtesy, the extra personal help and the lengthened periods of instruction—doubled in some instances—have caused strong feelings of gratitude in each one of us.

We particularly desire to extend thanks to Major Floyd for his kindness in conducting parties about the farm and

experiment station; to Mr. Huffaker for the zest he imparted to the singing; to Mr. Himes, Major Floyd and Dr. Thackston for addresses, and to Miss Stevens for making possible many social pleasures.

That we believe we shall be more enthusiastic teachers because of the instructions received, and better men and women by reason of intercourse with our instructors.

That we are sure our acquaintance with them has made us more loyal to the public schools of Florida and strengthened the influence of the University throughout the State.

ALICE BINGHAM CARRIER,
ELIZABETH MATTHEWS,
MARY L. GUTHRIE,
MADULA WOOLF,
MAOMA HILL, for the Student Body.

RESOLUTIONS OF TALLAHASSEE SUMMER NORMAL, 1910.

The student body of the Summer Training School at Tallahassee held a meeting Friday, July 22, to consider resolutions drawn up by a committee appointed at a previous meeting. Prof. T. W. Yarborough, of Sarasota, presided, and Prof. F. S. Hartsfield, of Green Cove Springs, acted as Secretary.

After Miss Rowena Longmire, assistant professor of English at the Florida State College for Women, and president of the Women's School Improvement Association of the State of Florida, had addressed the teachers explaining the work of those associations and setting forth the value of normal training, the following resolutions were adopted:

Feeling that we have been greatly benefited by the means afforded for improvement and advancement in the

summer schools so ably planned by our State Superintendent, and so liberally provided for by our Legislature, and deeply grateful for the same and for the many favors we, the pupils of the Tallahassee Summer School, have received during the present session; therefore, be it

Resolved, first, That we extend our thanks to Superintendent Holloway for the interest he displays in the educational affairs of the State, and especially in the feature which has to do with the securing of better educated and better trained teachers. We feel that it was largely due to his efforts that the appropriation for the past two years was secured; we commend his zeal in this instance.

Second, That we express our gratitude to the last Legislature for the appropriation necessary to carry on these schools.

Third, That we petition the next Legislature for a still more liberal appropriation, making it possible to secure a term of at least eight weeks during the summer. We would stress the importance of professional training, which cannot be secured in so short a time as six weeks.

There are many teachers in our State who feel the need of professional training, but do not attend the Summer Schools because they feel that they cannot, in so short a time, gain what they desire and need. As it is, great good is being done; many young teachers, men and women, are coming under the influence of some of the best teachers of the State, and when they return to their schools in the fall they carry with them an added knowledge of the subjects they teach and an enthusiasm for their work that is bound to be reflected in results among their pupils.

Fourth, That we thank the honorable Board of Control and President Conradi for the use of the college buildings.

Fifth, That we thank the Leon County Board of Public Instruction and Superintendent Eppes for the use of the Leon High School building.

Sixth, That Miss Sallie Blake and Mrs. Yonge be given

an expression of our appreciation and gratitude for all they have done for our comfort and pleasure.

Seventh, That we let President Conradi and his efficient faculty know that we have enjoyed being in their classes and have profited by their instruction.

Eighth, That a copy of these resolutions be furnished the Florida School Exponent, the local papers and the leading dailies.

R. W. VANBRUNT, Chairman;
W. C. FINNEY,
KATE COLYER,
ALLIE YNIESTRA,
MARY BELL WARING.

CHAPTER IX.

STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS FOR 1908-1909, TABULATED.

The following tables represent a complete summary of the statistical data gathered from the Annual Reports of the County Superintendents for the scholastic year beginning July 1, 1908, and ending June 30, 1909.

The preparation of such exhaustive tables requires painstaking care and toil in order to present them in accurate and definite form, but complete balances have been obtained throughout, and it is believed that the figures here represented are absolutely true and correct according to the Annual Reports upon which they are based. The earnest student of educational conditions will find much interest in perusing the great mass of figures here presented and in making comparisons.

The totals for the State are given at the top of the page for convenience, but each county is also represented in each table in order that helpful comparisons may be made between the several counties of the State.

TABLE I.—Total Population and School Population.

1908-1909. Counties.	Population Estimated from Florida Census of 1905.			School Population (6 to 21), Estimated from Florida Census of 1905.		
	Total	White	Negro	Total	White	Negro
The State.....	682,478	387,305	294,968	241,650	136,773	104,877
Alachua	37,748	15,094	22,654	13,722	5,448	8,274
Baker	4,307	3,399	908	1,657	1,380	277
Bradford	14,367	10,128	4,239	5,416	3,834	1,582
Brevard	4,826	3,396	1,430	1,576	1,124	452
Calhoun	6,434	4,704	1,730	2,182	1,677	505
Citrus	8,373	3,583	4,790	2,486	1,186	1,300
Clay	6,087	3,601	2,486	2,141	1,375	766
Columbia	22,103	9,588	12,515	8,759	3,724	5,035
Dade	13,388	8,747	4,641	3,443	2,291	1,152
DeSoto	13,815	12,007	1,808	4,977	4,463	514
Duval	53,153	23,198	29,955	16,547	6,997	9,550
Escambia	35,941	20,217	15,724	12,085	6,620	5,465
Franklin	5,145	2,766	2,379	1,708	976	732
Gadsden	18,325	6,284	12,041	6,868	2,188	4,680
Hamilton	11,012	6,329	4,683	4,226	2,404	1,822
Hernando	4,484	1,988	2,496	1,541	726	815
Hillsboro	57,035	45,095	11,940	18,303	14,623	3,680
Holmes	10,020	8,672	1,348	3,808	3,234	574
Jackson	29,759	13,946	15,813	12,073	5,724	6,349
Jefferson	14,574	3,435	11,139	5,698	1,203	4,495
Lafayette	6,575	5,320	1,255	2,405	2,000	405
Lake	8,342	5,178	3,164	2,764	1,717	1,047
Lee	4,396	3,953	443	1,382	1,278	104
Leon	20,939	4,422	16,517	7,789	1,461	6,328
Levy	10,301	5,629	4,672	3,806	2,180	1,626
Liberty	3,147	1,674	1,473	1,201	628	573
Madison	17,929	7,575	10,354	6,785	2,773	4,012
Manatee	9,468	7,256	2,212	3,556	2,861	695
Marion	29,658	10,894	18,764	10,698	3,663	7,035
Monroe	23,250	15,843	7,407	9,419	6,396	3,023
Nassau	12,223	5,921	6,302	4,618	2,281	2,337
Orange	15,070	8,964	6,106	4,949	2,975	1,974
Osceola	4,020	3,474	546	1,508	1,355	153
Pasco	6,771	4,453	2,318	2,271	1,618	653
Polk	19,828	14,270	5,558	7,251	5,152	2,099
Putnam	12,419	6,767	5,652	4,183	2,440	1,743
St. Johns	12,213	7,245	4,968	4,134	2,648	1,486
St. Lucie	3,357	2,710	647	949	803	146
Santa Rosa	13,099	9,437	3,662	4,636	3,482	1,154
Sumter	6,159	3,905	2,254	2,300	1,433	867
Suwannee	19,992	10,677	9,315	7,696	4,135	3,561
Taylor	6,195	4,630	1,565	2,111	1,658	453
Volusia	13,409	8,066	5,343	4,474	2,539	1,935
Wakulla	5,780	2,927	2,853	2,027	1,007	1,020
Walton	13,619	10,462	3,157	4,782	3,638	1,144
Washington	13,218	9,476	3,742	4,739	3,455	1,284

TABLE II.—Number of Schools and Average Length of Term in Days.

1908-1909. Counties.	No. of Schools.			Av. Length of Term.		
	Total	White	Negro	Total	White	Negro
The State	2,543	1,819	724	103	108	90
Alachua	111	68	43	107	124	80
Baker	35	31	4	80	80	68
Bradford	50	38	12	109	97	105
Brevard	27	18	9	108	116	91
Calhoun	40	32	8	101	104	88
Citrus	26	21	5	115	123	80
Clay	33	28	5	124	125	116
Columbia	83	51	32	93	94	93
Dade	45	31	14	125	138	90
DeSoto	59	55	4	112	112	100
Duval	64	31	33	121	129	113
Escambia	74	50	24	115	120	104
Franklin	6	4	2	160	140	153
Gadsden	67	32	35	78	91	67
Hamilton	58	46	12	82	85	72
Hernando	22	16	6	141	156	100
Hillsboro	98	79	19	132	136	106
Holmes	54	49	5	84	86	68
Jackson	121	77	44	81	83	80
Jefferson	56	19	37	96	97	95
Lafayette	51	48	3	111	112	100
Lake	56	41	15	120	124	109
Lee	27	26	1	121	121	120
Leon	75	34	41	96	113	82
Levy	56	43	13	114	116	103
Liberty	24	17	7	142	148	128
Madison	92	55	37	80	101	49
Manatee	48	43	5	102	103	100
Marion	100	58	42	119	130	103
Monroe	11	9	2	112	102	160
Nassau	59	42	17	99	101	90
Orange	51	36	15	111	120	92
Osceola	24	22	2	114	112	130
Pasco	35	30	5	108	112	85
Polk	85	70	15	93	95	84
Putnam	54	31	23	110	128	86
St. Johns	30	23	7	130	129	134
St. Lucie	21	18	3	111	111	113
Santa Rosa	91	81	10	95	96	90
Sumter	35	24	11	106	109	99
Suwannee	91	62	29	91	93	87
Taylor	38	35	3	94	97	60
Volusia	52	35	17	122	137	93
Wakulla	34	22	12	98	99	96
Walton	77	65	12	80	81	80
Washington	97	73	24	94	93	96

TABLE III.—(a) Enrollment of Pupils by Race and Sex.
(b) Percentage of School Population (6 to 21) Enrolled.

1908-1909. Counties.	Enrollment.							Per Cent. Enrolled.		
	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females	Both	White	Negro
The State..	141,928	88,416	53,512	44,997	43,419	24,655	28,857	59	65	51
Alachua ..	6,990	3,371	3,619	1,707	1,664	1,658	1,961	51	62	44
Baker	1,178	971	207	501	470	96	111	71	70	74
Bradford ..	3,253	2,500	753	1,325	1,175	357	396	60	65	47
Brevard ...	929	634	295	325	309	145	150	59	56	65
Calhoun ...	1,415	1,080	335	540	540	148	187	65	64	66
Citrus	1,099	822	277	410	412	113	164	44	69	21
Clay	1,147	870	277	451	419	154	123	54	63	36
Columbia ..	4,318	2,052	2,266	1,042	1,010	1,011	1,255	49	55	45
Dade	2,561	1,820	741	970	850	326	415	74	79	64
DeSoto	3,135	2,908	227	1,572	1,336	95	132	63	65	44
Duval	8,837	4,977	3,860	2,489	2,488	1,777	2,083	53	71	40
Escambia ..	6,002	4,070	1,932	1,954	2,116	1,078	854	49	61	35
Franklin ...	860	497	363	237	260	145	218	50	50	50
Gadsden ...	5,036	1,812	3,224	913	899	1,495	1,729	73	82	53
Hamilton ...	2,375	1,556	819	781	775	377	442	56	64	45
Hernando ..	875	573	302	300	273	142	160	57	79	37
Hillsboro ..	9,960	8,221	1,739	4,043	4,178	799	940	54	56	47
Holmes ...	2,694	2,530	164	1,324	1,206	69	95	71	78	28
Jackson ...	7,901	4,017	3,884	2,026	1,991	1,821	2,063	65	70	61
Jefferson ...	3,990	879	3,111	445	434	1,469	1,642	70	73	69
Lafayette ..	1,675	1,495	180	817	678	88	92	69	75	44
Lake	1,926	1,282	644	654	628	296	348	70	74	61
Lee	1,007	930	77	459	471	41	36	72	72	74
Leon	5,034	1,151	3,883	603	548	1,749	2,134	64	79	61
Levy	2,125	1,355	770	708	647	348	422	55	62	47
Liberty	827	493	334	245	248	156	178	69	79	58
Madison ...	5,070	2,205	2,865	1,124	1,081	1,317	1,548	74	83	71
Manatee ...	1,865	1,612	253	820	792	120	133	52	56	36
Marion	5,828	2,245	3,583	1,153	1,092	1,635	1,948	54	61	51
Monroe	1,940	1,304	636	610	694	263	373	21	20	21
Nassau	1,940	1,019	921	487	532	384	537	42	45	39
Orange	3,345	2,149	1,196	1,093	1,056	525	1,671	67	72	61
Osceola	1,012	869	143	404	465	69	74	67	64	93
Pasco	1,465	1,263	202	627	636	99	103	65	78	31
Polk	5,064	4,061	1,003	2,089	1,972	461	542	70	79	48
Putnam	2,522	1,439	1,083	724	715	478	605	60	59	62
St. Johns..	1,834	1,238	596	659	579	200	336	44	47	40
St. Lucie... Santa Rosa.	780 3,083	660 2,492	120 591	326 1,299	334 1,193	56 278	64 313	82 67	82 72	82 51
Sumter ...	1,610	1,002	608	515	487	274	334	70	70	70
Suwannee ...	4,577	2,671	1,906	1,403	1,268	839	1,067	59	65	54
Taylor	1,398	1,230	168	681	549	87	81	66	74	37
Volusia ...	2,946	1,879	1,067	902	977	514	553	66	74	55
Wakulla ...	1,286	683	603	350	333	268	335	63	68	59
Walton	3,400	2,828	572	1,456	1,372	259	313	71	78	50
Washingt'n	3,814	2,701	1,113	1,434	1,267	516	597	80	78	87

*Totals
taken
from this*

TABLE IV.—(a) Average Daily Attendance of Pupils.
(b) Percentage of Enrollment in Daily Attendance.

1908-1909. Counties.	Average Daily Attendance.							Percent- age.		
	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females	Both	White	Negro
The State..	101,780	61,904	39,876	30,847	31,057	18,114	21,762	72	70	74
Alachua ...	5,113	2,380	2,733	1,186	1,194	1,228	1,505	73	71	75
Baker	922	741	181	391	350	83	98	78	76	87
Bradford ..	2,040	1,575	465	799	776	209	256	63	63	62
Brevard ...	703	469	234	229	240	117	117	76	74	79
Calhoun	960	750	210	372	378	89	121	68	69	63
Citrus	849	623	226	308	315	92	134	77	76	82
Clay	808	576	232	285	291	104	128	70	66	93
Columbia ..	3,029	1,464	1,565	725	739	694	871	70	71	69
Dade	1,932	1,304	628	647	657	276	352	75	72	85
DeSoto	2,304	2,136	168	1,133	1,003	69	99	73	73	74
Duval	6,796	3,759	3,037	1,822	1,937	1,370	1,667	77	76	79
Escambia ..	4,442	2,848	1,594	1,332	1,516	699	895	74	70	82
Franklin ..	617	368	249	162	206	104	145	71	74	69
Gadsden ...	3,503	1,314	2,189	650	664	1,011	1,178	70	73	68
Hamilton ..	1,612	1,045	567	524	521	263	304	68	67	69
Hernando ..	637	400	237	202	198	110	127	73	70	78
Hillsboro ..	7,616	6,193	1,423	2,988	3,205	652	771	76	75	82
Holmes	1,706	1,535	121	825	760	50	71	63	63	74
Jackson	5,160	2,539	2,621	1,269	1,270	1,210	1,411	65	63	67
Jefferson ...	3,046	622	2,424	304	318	1,140	1,284	76	71	78
Lafayette ..	986	840	146	442	398	71	75	59	56	81
Lake	1,353	899	454	442	457	202	252	70	70	70
Lee	725	659	66	318	341	34	32	72	71	86
Leon	4,111	770	3,341	378	392	1,498	1,843	82	67	86
Levy	1,449	897	552	456	441	249	303	68	66	72
Liberty	614	371	243	182	189	110	133	74	75	73
Madison ...	3,477	1,288	2,189	631	657	980	1,209	69	58	76
Manatee ...	1,395	1,195	200	600	595	100	100	75	74	79
Marion	4,083	1,661	2,422	828	833	1,152	1,270	70	74	68
Monroe	1,224	839	385	375	464	167	218	63	64	61
Nassau	1,378	713	665	326	387	279	386	71	70	72
Orange	2,603	1,663	940	820	843	410	530	78	77	79
Osceola	799	677	122	316	361	65	57	78	78	85
Pasco	1,002	858	144	431	427	68	76	68	68	71
Polk	3,633	2,882	751	1,477	1,405	356	395	72	71	75
Putnam ...	2,311	1,346	965	720	626	444	521	92	93	89
St. Johns...	1,282	827	455	436	391	187	268	70	67	76
St. Lucie...	625	529	96	261	268	45	51	80	80	80
Santa Rosa...	2,096	1,697	399	878	819	186	213	68	68	68
Sumter ...	1,117	710	407	352	358	192	215	69	71	67
Suwannee ..	2,978	1,726	1,252	882	844	557	695	65	65	66
Taylor	829	695	134	373	322	73	61	59	57	80
Volusia ...	2,244	1,397	847	645	752	400	447	76	74	79
Wakulla ...	812	442	370	225	217	173	197	63	65	61
Walton	2,262	1,849	413	989	860	171	242	67	65	72
Washingt'n	2,597	1,783	814	911	872	375	439	68	66	73

TABLE V.—(a) Aggregate Number of Days Schooling Given.
 (b) Average Number of Days Schooling Given for
 Every Child 6 to 21 Years of Age.

1908-1909. Counties.	Aggregate Days Schooling Given.			Ave'ge days to Every Youth.		
	Total	White	Negro	Both Races	White	Negro
The State	11,765,878	7,848,353	3,917,525	48	57	37
Alachua	567,776	328,619	239,157	41	60	28
Baker	82,314	67,688	14,626	50	49	53
Bradford	248,762	200,877	47,885	46	52	30
Brevard	90,507	68,246	22,261	57	61	49
Calhoun	106,703	88,750	17,953	48	53	36
Citrus	103,720	86,040	17,680	42	73	14
Clay	110,485	78,613	31,872	51	57	42
Columbia	285,620	156,180	129,440	33	42	26
Dade	258,181	195,352	62,829	75	85	55
DeSoto	296,300	279,500	16,800	60	63	33
Duval	1,046,657	592,321	454,336	63	84	47
Escambia	595,132	411,365	183,767	49	62	34
Franklin	94,024	59,198	34,826	55	61	48
Gadsden	302,850	146,200	156,650	44	67	33
Hamilton	149,196	110,391	38,805	35	46	21
Hernando	92,133	62,979	29,154	60	87	36
Hillsboro	1,060,893	902,865	158,028	58	62	43
Holmes	157,650	149,583	8,067	41	46	14
Jackson	446,967	236,859	210,108	37	41	33
Jefferson	285,920	85,999	199,921	50	71	44
Lafayette	107,384	92,664	14,720	45	46	36
Lake	168,638	117,850	50,788	61	69	49
Lee	98,853	90,931	7,922	72	71	76
Leon	406,351	109,321	297,030	52	75	47
Levy	182,056	119,769	62,287	48	55	39
Liberty	69,381	43,417	25,964	58	69	45
Madison	279,613	163,294	116,319	41	59	29
Manatee	172,573	152,600	19,973	49	53	29
Marion	503,512	236,482	267,030	47	65	38
Monroe	194,169	128,605	65,564	21	20	22
Nassau	148,277	76,694	71,583	32	34	30
Orange	335,115	243,523	91,592	68	82	46
Osceola	105,452	90,425	15,027	70	67	98
Pasco	123,589	112,194	11,395	54	69	17
Polk	458,124	387,020	71,104	63	75	34
Putnam	206,300	119,081	87,219	49	49	50
St. Johns	194,782	127,246	67,536	47	48	45
St. Lucie	72,353	63,061	9,292	76	79	64
Santa Rosa	205,469	167,455	38,014	44	48	33
Sumter	135,010	92,444	42,566	59	65	49
Suwannee	262,145	108,816	153,329	34	26	43
Taylor	88,741	78,449	10,292	42	47	23
Volusia	308,186	210,345	97,841	69	84	51
Wakulla	81,850	45,610	36,240	40	45	36
Walton	211,982	177,635	34,347	44	49	30
Washington	264,183	185,797	78,386	56	54	61

TABLE VI.—Educational Status of Pupils Enrolled.
PART I.—Chart and First Reader Grades.

1908-1909. Counties.	Chart.			First Reader.		
	Total	White	Negro	Total	White	Negro
The State	19,772	7,447	12,325	25,029	12,820	12,209
Alachua	1,294	238	1,056	1,171	410	761
Baker	224	174	50	202	162	40
Bradford	482	322	160	530	386	194
Brevard	104	40	64	126	81	45
Calhoun	189	109	80	288	154	134
Citrus	160	58	102	158	105	53
Clay	161	75	86	154	110	44
Columbia	894	128	766	660	337	323
Dade	310	144	166	414	298	116
DeSoto	155	122	33	425	359	66
Duval	855	185	670	1,642	811	831
Escambia	373	191	182	1,473	829	644
Franklin	105	53	52	181	89	92
Gadsden	993	168	825	1,218	238	980
Hamilton	352	107	245	469	256	213
Hernando	121	56	65	157	80	77
Hillsboro	1,591	1,012	579	1,393	1,139	254
Holmes	304	264	40	566	519	47
Jackson	994	372	622	1,746	690	1,056
Jefferson	516	57	459	878	125	753
Lafayette	236	185	51	216	172	44
Lake	210	87	123	225	116	109
Lee	45	35	10	166	146	20
Leon	982	102	880	1,080	138	942
Levy	310	127	183	344	169	175
Liberty	134	52	82	168	76	92
Madison	1,064	153	911	1,031	344	687
Manatee	177	133	44	250	187	63
Marion	1,244	128	1,116	778	230	548
Monroe	408	248	160	278	162	116
Nassau	405	149	256	312	136	176
Orange	230	123	107	541	266	275
Osceola	131	90	41	78	70	8
Pasco	178	114	64	144	103	41
Polk	486	283	203	804	556	248
Putnam	257	38	219	495	184	311
St. Johns	163	83	80	301	165	136
St. Lucie	61	40	21	113	85	28
Santa Rosa	252	161	91	651	487	164
Sumter	300	118	182	230	110	120
Suwannee	852	348	504	710	312	398
Taylor	201	160	41	192	152	40
Volusia	334	152	182	405	203	202
Wakulla	155	62	93	220	83	137
Walton	302	188	114	680	551	129
Washington	478	213	265	716	439	277

TABLE VI.—Educational Status of Pupils Enrolled.
PART II.—Second and Third Reader Grades.

1908-1909. Counties.	Second Reader.			Third Reader.		
	Total	White	Negro	Total	White	Negro
The State	19,688	10,927	8,761	18,323	10,756	7,567
Alachua	954	389	565	873	342	531
Baker	169	145	24	144	111	33
Bradford	506	375	131	449	345	104
Brevard	111	63	48	120	79	41
Calhoun	211	156	55	157	126	31
Citrus	152	102	50	129	94	35
Clay	151	125	26	133	94	39
Columbia	604	257	347	581	254	327
Dade	337	196	141	276	183	93
DeSoto	376	344	32	369	337	32
Duval	1,226	670	556	1,244	613	631
Escambia	1,004	619	385	895	574	321
Franklin	67	44	23	136	56	80
Gadsden	680	221	459	561	223	338
Hamilton	336	200	136	248	172	76
Hernando	105	53	52	92	66	26
Hillsboro	1,107	859	248	1,116	911	205
Holmes	448	419	29	377	356	21
Jackson	1,198	516	682	1,022	469	553
Jefferson	623	81	542	580	116	464
Lafayette	222	193	29	230	212	18
Lake	225	132	93	225	146	79
Lee	131	121	10	122	103	19
Leon	774	115	659	608	120	488
Levy	292	187	105	255	151	104
Liberty	134	79	55	105	49	56
Madison	792	311	481	657	293	364
Manatee	240	196	44	220	181	39
Marion	860	243	617	724	220	504
Monroe	256	189	67	277	202	75
Nassau	302	141	161	279	144	135
Orange	434	204	230	428	244	184
Osceola	139	109	30	144	123	21
Pasco	157	124	33	163	134	29
Polk	603	420	183	606	445	161
Putnam	364	127	237	320	146	174
St. Johns	292	180	112	270	177	93
St. Lucie	71	55	16	112	94	18
Santa Rosa	528	401	127	478	385	93
Sumter	190	105	85	275	155	120
Suwannee	577	316	261	575	302	273
Taylor	172	147	25	190	160	30
Volusia	394	201	193	372	210	162
Wakulla	178	84	94	192	98	94
Walton	433	338	95	521	410	111
Washington	563	375	188	473	331	142

TABLE VI.—Educational Status of Pupils Enrolled.
PART III.—Fourth and Fifth Reader and Higher Grades.

1908-1909. Counties.	Fourth Reader.			Fifth Reader.			Higher Branches.		
	Total	White	Negro	Total	White	Negro	Total	White	Negro
The State.	18,114	11,990	6,124	15,233	11,319	3,914	25,759	22,944	2,815
Alachua ..	784	440	344	633	429	204	1,261	1,123	138
Baker	154	123	31	155	142	13	130	114	16
Bradford ..	549	447	102	343	305	38	263	254	9
Brevard ...	100	73	27	110	69	41	258	229	29
Calhoun ...	160	130	30	142	137	5	298	298	....
Citrus	156	133	23	105	92	13	229	228	1
Clay	139	103	36	176	144	32	233	219	14
Columbia ..	488	262	226	464	282	182	626	533	93
Dade	325	224	101	271	199	72	628	576	52
DeSoto	363	333	30	481	464	17	966	949	17
Duval	1,152	723	429	794	534	260	1,886	1,403	483
Escambia ..	706	512	194	568	453	115	983	892	91
Franklin ...	126	55	71	78	63	15	184	154	30
Gadsden ...	560	225	335	525	318	207	501	421	80
Hamilton ...	266	188	78	285	238	47	420	396	24
Hernando ...	104	69	35	80	60	20	216	189	27
Hillsboro ..	1,208	1,012	196	945	843	102	2,600	2,445	155
Holmes	407	392	15	271	263	8	321	317	4
Jackson ...	1,040	506	534	642	346	296	1,259	1,118	141
Jefferson ...	507	110	397	439	88	351	453	302	151
Lafayette ...	235	203	32	186	180	6	350	350	....
Lake	253	161	92	228	160	68	547	480	67
Lee	130	121	9	130	126	4	283	278	5
Leon	601	148	453	482	151	331	507	377	130
Levy	338	215	123	216	166	50	359	327	32
Liberty	118	82	36	71	58	13	95	95	....
Madison ...	553	314	239	485	351	134	488	439	49
Manatee ...	229	194	35	254	234	20	499	491	8
Marion	655	265	390	555	318	237	1,011	840	171
Monroe	234	177	57	297	218	79	190	108	82
Nassau	248	159	89	172	148	24	226	142	84
Orange	449	272	177	313	241	72	950	799	151
Osceola ...	163	141	22	133	122	11	224	214	10
Pasco	186	176	10	168	144	24	480	468	12
Polk	585	503	82	581	515	66	1,395	1,345	50
Putnam	351	185	166	283	174	109	452	385	67
St. Johns..	308	240	68	329	260	69	172	133	39
St. Lucie..	134	117	17	99	89	10	189	179	10
Santa Rosa ..	583	501	82	336	303	33	260	259	1
Sumter	220	160	60	211	166	45	242	216	26
Suwannee ...	535	311	224	520	358	162	824	740	84
Taylor	193	175	18	218	204	14	232	232	....
Volusia ...	352	240	112	339	220	119	750	653	97
Wakulla ...	184	89	95	155	98	57	202	169	33
Walton	425	360	65	543	495	48	513	494	19
Wash'ton ..	558	421	137	422	351	71	604	571	33

TABLE VII.—(a) Number of Teachers' Positions Filled.
(b) Number of Different Teachers Employed.

1908-1909. Counties.	Teachers' Posi- tions Filled.			Different Teachers Employed.						
	Both Races	White	Negro	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females
The State..	4,340	3,260	1,080	3,878	2,912	966	715	2,197	263	703
Alachua ...	209	138	71	172	121	51	20	101	12	39
Baker	42	37	5	33	29	4	11	18	2	2
Bradford ...	84	69	15	82	72	10	32	40	3	7
Brevard ...	39	28	11	39	28	11	6	22	1	10
Calhoun ...	56	47	9	48	41	7	16	25	5	2
Citrus	35	30	5	34	30	4	8	22	2	2
Clay	55	46	9	49	40	9	9	31	4	5
Columbia ...	111	68	43	93	61	32	22	39	15	17
Dade	107	84	23	103	80	23	7	73	4	19
DeSoto	106	101	5	103	98	5	38	60	2	3
Duval	246	158	88	242	156	86	8	148	9	77
Escambia ..	177	130	47	168	123	45	11	112	3	42
Franklin ...	26	19	7	26	19	7	6	13	2	5
Gadsden ...	92	54	38	72	50	22	9	41	6	16
Hamilton ...	107	91	16	75	62	13	11	51	3	10
Hernando ...	33	25	8	33	25	8	2	23	3	5
Hillsboro ...	317	277	40	298	258	40	49	209	6	34
Holmes	68	63	5	62	59	3	31	28	2	1
Jackson ...	188	116	72	154	94	60	31	63	29	31
Jefferson ...	76	34	42	76	34	42	6	28	22	20
Lafayette ...	93	89	4	65	61	4	24	37	3	1
Lake	82	63	19	79	61	18	14	47	2	16
Lee	36	34	2	36	34	2	14	20	1	1
Leon	107	56	51	103	52	51	9	43	12	39
Levy	70	55	15	70	55	15	19	36	8	7
Liberty	31	22	9	26	18	8	3	15	3	5
Madison	112	71	41	93	64	29	26	38	9	20
Manatee ...	73	67	6	73	67	6	21	46	2	4
Marion	150	84	66	149	84	65	14	70	10	55
Monroe	30	22	8	30	22	8	1	21	1	7
Nassau	70	47	23	66	45	21	3	42	3	18
Orange	104	75	29	102	75	27	11	64	4	23
Osceola	39	36	3	38	35	3	5	30	....	3
Pasco	57	49	8	55	49	6	14	35	3	3
Polk	168	136	32	148	116	32	28	88	8	24
Putnam	86	54	32	79	50	29	6	44	5	24
St. Johns...	60	45	15	57	32	25	4	28	12	13
St. Lucie ...	32	28	4	29	25	4	4	21	1	3
Santa Rosa..	117	106	11	98	89	9	29	60	1	8
Sumter	59	44	15	57	43	14	12	31	2	12
Suwannee ...	173	129	44	131	92	39	29	63	14	25
Taylor	60	56	4	43	39	4	22	17	3	1
Volusia	103	75	28	98	75	23	12	63	4	19
Wakulla	35	23	12	28	20	8	8	12	5	3
Walton	104	90	14	66	53	13	14	39	4	9
Washingt'n	115	89	26	97	76	21	36	40	8	13

TABLE VIII.—Grades of Certificates Held by Teachers Employed.

1908-1909. Counties.	1st Grade.				2d Grade.			3d Grade.			All Others.		
	Total	Total	White	Negro	Total	White	Negro	Total	White	Negro	Total	White	Negro
The State....	3,878	950	875	75	1,510	1,072	438	946	556	390	472	412	60
Alachua	172	46	42	4	62	35	27	53	30	23	11	11	..
Baker	33	8	7	1	12	10	2	13	12	1	..	..	..
Bradford	82	14	14	..	24	22	2	28	20	8	16	16	..
Brevard	39	16	13	3	12	6	6	5	3	2	6	6	..
Calhoun	48	7	7	..	23	20	3	18	14	4	..	..	..
Citrus	34	16	16	..	12	12	..	6	2	4	..	..	..
Clay	49	9	8	1	21	17	4	16	12	4	3	3	..
Columbia	93	22	20	2	42	21	21	23	12	11	6	6	..
Dade	103	33	31	2	32	22	10	19	8	11	19	19	..
DeSoto	103	33	31	2	45	45	..	17	14	3	8	2	6
Duval	242	45	34	11	101	58	43	54	18	36	42	40	2
Escambia	168	24	23	1	80	54	26	38	21	17	26	25	1
Franklin	26	8	7	1	9	5	4	2	1	1	7	6	1
Gadsden	72	13	13	..	32	23	9	23	9	14	4	4	..
Hamilton	75	18	16	2	31	27	4	22	15	7	4	4	..
Hernando	33	17	17	..	12	5	7	1	..	1	3	3	..
Hillsboro	298	83	77	6	98	75	23	49	38	11	68	68	..
Holmes	62	13	13	..	13	13	..	31	28	3	5	5	..
Jackson	154	35	32	3	63	41	22	33	14	19	23	7	16
Jefferson	76	11	11	..	19	9	10	22	4	18	24	10	14
Lafayette	65	26	24	2	26	24	2	12	11	1	1	1	..
Lake	79	28	27	1	33	22	11	11	4	7	7	7	..
Lee	36	11	11	..	17	15	2	5	5	..	3	3	..
Leon	103	16	16	..	36	16	20	32	6	26	19	11	8
Levy	70	11	10	1	28	24	4	28	18	10	3	3	..
Liberty	26	8	8	..	13	9	4	5	2	3	..	..	..
Madison	93	27	21	6	37	24	13	26	15	11	3	3	..
Manatee	73	19	19	..	33	30	3	15	12	3	6	6	..
Marion	149	28	25	3	50	30	20	57	15	42	14	14	..
Monroe	30	1	1	..	14	8	6	..	..	..	15	12	3
Nassau	66	9	6	3	34	22	12	20	15	5	3	2	1
Orange	102	31	29	2	38	25	13	19	7	12	14	13	1
Osceola	38	9	9	..	13	11	2	13	12	1	3	3	..
Pasco	55	15	15	..	22	17	5	8	7	1	10	10	..
Polk	148	32	29	3	69	55	14	34	24	10	13	11	2
Putnam	79	14	13	1	38	24	14	20	6	14	7	7	..
St. Johns	57	18	15	3	23	16	7	10	5	5	6	6	..
St. Lucie	29	13	13	..	13	10	3	3	3	..	..	..	..
Santa Rosa	98	12	12	..	30	24	6	27	25	2	29	28	1
Sumter	57	18	18	..	17	12	5	13	8	5	9	5	4
Suwannee	131	51	46	5	48	29	19	30	24	6	2	2	..
Taylor	43	13	12	1	22	20	2	5	4	1	3	3	..
Volusia	98	38	35	3	40	27	13	10	3	7	10	10	..
Wakulla	28	5	5	..	7	7	..	14	6	8	2	2	..
Walton	66	13	12	1	27	19	8	21	19	2	5	5	..
Washington	97	13	12	1	39	29	10	35	25	10	10	10	..

TABLE IX.—Result of Uniform Examinations.

1908-1909. Counties.	Total Number of Examinees.	Failed to Pass.		Number and Grade of Certificates Issued.												Temporary.
				White.						Negro.						
				1st Grade.		2d Grade.		3d Grade.		1st Grade.		2d Grade.		3d Grade.		
				Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
The State	2403	284	306	111	209	109	414	113	374	21	24	60	112	54	209	3
Alachua	73	5	23	3	8	3	9	...	7	...	...	2	6	1	6	...
Baker	88	5	9	3	...	2	2	3	8	3	1	13	12	12	15	...
Bradford	73	13	5	6	8	4	8	9	11	...	...	1	1	4	3	...
Brevard	12	...	...	1	1	...	...	...	1	1	3	1	1	...	3	...
Calhoun	37	11	...	2	1	2	6	5	9	...	...	1	...	...	...	...
Citrus	6	...	...	...	2	...	4	...	...	...	...	...	...	...	...	...
Clay	22	1	...	...	3	...	8	...	10	...	...	...	...	...	...	2
Col'mbia	28	...	3	...	1	3	14	2	4	...	...	...	1	...	...	...
Dade	26	1	3	...	2	...	11	1	4	...	...	...	...	2	2	...
DeSoto	58	...	1	10	4	7	23	7	6	...	...	...	...	...	...	...
Duval	80	3	11	1	11	...	25	...	5	...	3	8	1	12	...	...
Esc'mbia	110	10	22	3	2	1	21	4	19	...	1	1	4	...	22	...
Franklin	34	...	8	1	9	2	6	1	2	...	...	3	1	1	1	*1
Gadsden	51	8	12	...	...	3	5	3	8	...	...	...	1	6	5	...
Hamilt'n	31	2	3	2	8	1	13	...	2	...	...	...	...	...	...	...
Hern'ndo	7	...	...	...	1	...	...	1	3	...	...	1	...	1	...	...
Hillsboro	137	12	13	6	13	4	23	5	31	1	3	...	8	...	18	...
Holmes	81	31	2	5	...	6	5	17	15	...	...	...	...	...	...	...
Jackson	114	9	28	7	12	13	9	4	11	1	...	3	1	6	10	...
Jefferson	35	3	8	1	4	...	9	...	1	...	2	2	2	3	...	...
Lafa'ette	14	1	2	...	...	1	1	5	3	...	...	...	1	...	...	...
Lake	22	...	...	2	2	3	3	...	9	...	1	...	1	1	...	...
Lee	15	1	1	...	...	2	5	2	4	...	...	...	...	...	...	...
Leon	147	9	14	3	21	2	23	...	8	2	1	7	23	5	27	...
Levy	20	2	2	...	...	2	4	1	6	...	...	...	1	2	...	...
Liberty	4	1	...	...	...	...	1	...	2	...	...	...	...	...	...	...
Madison	109	10	2	16	8	14	24	9	21	...	1	...	...	4	...	...
Manatee	49	5	...	4	7	4	15	3	11	...	...	...	...	...	...	...
Marion	90	12	27	2	2	1	7	2	15	...	...	...	5	3	14	...
Monroe	17	1	7	1	3	...	3	...	1	...	1	...	...	...	...	...
Nassau	44	7	3	...	4	...	5	1	14	...	5	1	1	1	2	...
Orange	74	6	18	1	4	1	17	...	7	...	5	1	...	...	14	...
Osceola	31	8	1	...	4	1	5	...	8	1	...	...	...	...	3	...
Pasco	127	10	19	9	21	9	22	5	23	2	1	2	1	1	2	...
Polk	56	5	1	2	6	3	19	1	13	...	1	3	...	...	2	...
Putnam	63	9	8	...	2	3	13	1	9	...	2	8	2	6	...	...
St. Johns	29	2	...	...	5	2	8	1	2	...	1	1	...	7	...	...
St. Lucie	25	3	...	...	2	...	5	...	7	1	...	1	4	...	2	...
San' Rosa	47	24	4	3	2	1	4	2	6	...	...	1	...	...	...	...
Sumter	15	...	6	1	1	...	...	1	3	...	...	...	1	2	...	...
Suwan'ee	87	4	12	6	6	3	3	2	8	7	3	7	16	...	10	...
Taylor	24	9	...	3	...	1	4	4	3	...	...	...	...	...	...	...
Volusia	39	1	6	1	7	1	7	...	8	1	...	1	...	6	...	...
Wakulla	20	6	5	...	3	...	1	...	3	1	...	2	...	...	...	...
Walton	60	22	3	3	4	...	10	3	14	...	...	...	1	...	...	...
Wash'ton	69	13	14	1	5	4	4	8	9	...	5	...	1	5	...	...

* Special.

TABLE X.—(a) Average Age of Teachers. (b) Average Months' Experience.

1908-1909. Counties.	All Teachers.	Average Age.				All Teachers.	Av. Ex. Months.			
		White.		Negro.			White.		Negro.	
		Male	Female	Male	Female		Male	Female	Male	Female
The State.....	27	30	25	34	28	41	47	34	78	45
Alachua	27	31	25	37	28	45	48	32	96	60
Baker	26	30	22	31	32	33	54	19	32	36
Bradford	20	22	19	27	22	27	32	19	84	30
Brevard	26	38	24	25	24	42	91	30	40	38
Calhoun	26	27	24	35	21	41	43	21	140	20
Citrus	25	30	24	31	24	41	67	36	20	20
Clay	27	37	23	34	25	43	100	24	57	52
Columbia	29	29	27	32	29	42	44	36	66	33
Dade	28	37	28	34	26	45	54	45	106	37
DeSoto	26	27	25	37	27	38	47	32	65	41
Duval	27	28	26	34	27	65	108	49	68	64
Escambia	30	40	29	38	30	59	92	55	132	56
Franklin	24	28	20	37	26	40	60	10	135	56
Gadsden	26	30	23	38	27	36	59	29	86	24
Hamilton	23	27	22	32	22	23	28	22	30	15
Hernando	25	32	21	33	26	40	75	25	120	47
Hillsboro	28	33	26	35	27	48	68	42	111	44
Holmes	26	32	20	24	23	24	38	11	8	....
Jackson	26	27	24	33	24	36	35	23	84	19
Jefferson	32	37	29	33	23	42	97	54	38	14
Lafayette	24	24	23	34	27	28	20	31	53	8
Lake	29	31	28	39	30	48	57	42	146	47
Lee	28	28	27	37	34	43	37	42	81	114
Leon	30	35	26	43	30	58	66	31	114	67
Levy	24	23	21	37	21	29	24	12	119	21
Liberty	27	41	23	34	27	57	63	28	53	30
Madison	25	24	25	34	24	34	36	22	83	33
Manatee	25	26	24	34	28	30	24	29	75	38
Marion	27	30	25	37	27	37	36	32	59	40
Monroe	33	32	32	39	34	50	100	60	40	13
Nassau	25	30	23	42	27	29	35	17	130	39
Orange	28	35	28	41	25	40	49	42	15	35
Osceola	26	38	24	....	33	42	85	35	....	40
Pasco	35	35	26	35	29	32	43	30	39	8
Polk	25	30	23	30	25	40	61	29	51	52
Putnam	27	36	26	38	26	43	78	39	96	32
St. Johns	29	35	29	32	28	55	85	50	96	54
St. Lucie	32	41	29	41	31	64	70	55	126	100
Santa Rosa	25	29	22	26	27	25	34	21	30	21
Sumter	28	33	28	35	23	40	61	38	130	15
Suwannee	25	27	22	32	24	32	31	25	54	41
Taylor	25	24	25	26	38	31	25	24	103	60
Volusia	29	39	28	38	28	52	88	42	124	46
Wakulla	26	24	22	34	26	36	31	20	98	8
Walton	29	29	30	36	25	44	37	36	153	39
Washington	26	28	24	27	26	33	29	28	58	39

TABLE XI.—Certain Facts Relative to Teachers Employed.
PART I.

1908-1909. Counties.	Graduate of Normal Schools.				Attendance at Sum- mer Schools.			
	White.		Negro.		White.		Negro.	
	Male	Female	Male	Female	Male	Female	Male	Female
The State	148	342	47	132	135	374	27	92
Alachua	9	16			8	23	3	11
Baker	1				3	3		
Bradford	10	6	2	1	16	22	1	2
Brevard	1	5	1	5	1	5		
Calhoun	1				1	3	1	1
Citrus	6	4			4	3		
Clay	2	11	3	1		12	2	
Columbia	8	8	1	2	6	7		
Dade	1	20	3	4		17		5
DeSoto	11	15			20	35		
Duval								
Escambia	2	11	1	3	2	5		3
Franklin	2	4	2	3				
Gadsden	3	4		1	2	10		2
Hamilton	4	6	1	1		3		
Hernando	2	6			2	6		
Hillsboro	14	29	4	14	10	39		4
Holmes	4	2			3	2		
Jackson	4	1	1	1	2	4		
Jefferson		5			1	6		
Lafayette	1	2	1		6	3		1
Lake	3	7	1	1	3	15	1	2
Lee					3	3		
Leon	1	7	2	5	1	11	2	13
Levy	6	20	1	1	4	8	3	5
Liberty	1	2						
Madison	8	9	3	7	2	2	1	3
Manatee	5	15	1	1	4	11		1
Marion	6	15	5	33	5	30	1	7
Monroe	1				1			1
Nassau		4	1	3	1	2		1
Orange		16	2	6	2	10	4	12
Osceola						2		
Pasco	3	5			2	5		
Polk	2	5		5	7	20	3	2
Putnam	1	10	1	12	2	5		6
St. Johns	1	2	1	2	1	4		1
St. Lucie	2	7	2	3	1	2		
Santa Rosa	4	2		1	1	5		
Sumter								
Suwannee	6	18	3	9	1	8	2	4
Taylor	4	5	1		3	2	1	
Volusia	5	25	3	7	3	16	2	5
Wakulla	1	1			1	2		
Walton		8				3		
Washington	2	4						

TABLE XI.—(Continued) Certain Facts Relative to Teachers Employed. PART II.

1908-1909. Counties.	Attendance at Teachers' Association.		Subscribers to Educat'l Journals.		Non-Resident Teachers.			
	White	Negro	White	Negro	Of County		Of State.	
	White	Negro	White	Negro	White	Negro	White	Negro
The State	383	124	1,155	382	644	203	195	15
Alachua	83	33	63	41	53	19	10	....
Baker	4	....	10	....	5	....	1	....
Bradford	25	2	33	5	14	2	2	....
Brevard	10	2	9	7	5	8	4	....
Calhoun .....	....	....	7	5	11	6	3	....
Citrus	10	....	22	....	8	....	....	....
Clay	11	1	14	5	13	2	4	....
Columbia	6	3	25	15	22	11	4	....
Dade	18	1	49	11	9	2	7	....
DeSoto	11	....	77	2	11	5	7	....
Duval	25	....	....	....	....	....	....	....
Escambia .....	....	2	91	38	11	4	12	....
Franklin	2	....	7	4	5	....	....	....
Gadsden	5	....	44	15	16	2	4	....
Hamilton	10	....	20	5	18	3	9	....
Hernando	2	....	11	....	7	2	2	....
Hillsboro	17	9	123	32	32	4	19	1
Holmes .....	....	....	....	....	12	2	2	....
Jackson	3	....	26	....	14	12	4	1
Jefferson	4	....	15	3	2	....	1	....
Lafayette	4	1	17	2	43	4	1	....
Lake	10	2	21	4	7	8	2	....
Lee	2	....	19	2	17	1	....	....
Leon	2	1	15	20	5	1	4	....
Levy	8	....	28	6	17	9	5	....
Liberty .....	....	....	....	....	11	7	....	....
Madison	14	6	17	16	15	12	6	....
Manatee	9	2	35	4	11	2	5	....
Marion	12	10	40	35	23	3	9	11
Monroe	1	....	4	4	1	....	....	....
Nassau	3	5	11	2	3	2	2	....
Orange	9	13	20	4	1	....	15	....
Osceola .....	....	....	12	2	12	1	2	....
Pasco	4	....	15	....	16	4	10	....
Polk	8	9	50	19	42	6	6	....
Putnam	3	2	50	29	8	6	2	1
St. Johns	4	....	17	4	12	5	2	....
St. Lucie	3	....	4	....	11	10	3	1
Santa Rosa	6	1	24	7	32	1	2	....
Sumter .....	....	....	....	....	....	....	....	....
Suwannee	7	4	12	3	23	14	17	....
Taylor	3	1	11	2	4	....	3	....
Volusia	23	14	52	15	17	8	4	....
Wakulla	2	....	13	5	11	3	....	....
Walton .....	....	....	22	9	19	....	2	....
Washington .....	....	....	....	....	15	12	....	....

TABLE XII.—Highest and Lowest Monthly Salaries Paid Teachers.

1908-1909. Counties.	Highest.				Lowest.			
	White.		Negro		White.		Negro	
	Male	Female	Male	Female	Male	Female	Male	Female
The State..	\$250.00	\$125.00	\$90.00	\$75.00	\$25.00	\$15.00	\$15.00	\$10.00
Alachua ...	\$150.00	\$ 75.00	\$55.00	\$35.00	\$40.00	\$35.00	\$20.00	\$15.00
Baker	100.00	60.00	50.00	35.00	30.00	30.00	30.00	30.00
Bradford ...	125.00	75.00	35.00	30.00	30.00	30.00	25.00	25.00
Brevard ...	120.00	65.00	45.00	45.00	35.00	35.00	30.00	30.00
Calhoun ...	100.00	50.00	20.00	20.00	30.00	30.00	20.00	20.00
Citrus	95.00	75.00	20.00	20.00	45.00	30.00	20.00	20.00
Clay	125.00	50.00	75.00	35.00	35.00	25.00	25.00	25.00
Columbia ..	175.00	75.00	50.00	35.00	30.00	30.00	20.00	20.00
Dade ..	150.00	110.00	55.00	35.00	40.00	40.00	30.00	25.00
DeSoto	125.00	75.00	45.00	40.00	35.00	30.00	45.00	25.00
Duval	150.00	100.00	90.00	50.00	45.00	25.00	30.00	30.00
Escambia ..	175.00	85.00	65.00	55.00	50.00	40.00	50.00	40.00
Franklin ...	160.00	60.00	56.00	30.00	40.00	40.00	40.00	20.00
Gadsden ...	200.00	85.00	50.00	25.00	40.00	30.00	21.00	21.00
Hamilton ...	135.00	65.00	41.33	25.00	30.00	30.00	17.50	15.00
Hernando ...	125.00	75.00	45.00	29.00	100.00	35.00	20.00	10.00
Hillsboro ...	250.00	125.00	75.00	55.00	35.00	25.00	30.00	20.00
Holmes	100.00	60.00	27.50	20.00	30.00	22.50	20.00	20.00
Jackson ...	125.00	50.00	40.00	15.00	25.00	25.00	15.00	15.00
Jefferson ...	137.50	75.00	35.00	22.50	40.00	30.00	15.00	15.00
Lafayette ...	90.00	53.46	40.00	40.00	35.00	35.00	35.00	40.00
Lake	120.00	70.00	45.00	35.00	37.50	30.00	30.00	25.00
Lee	120.00	70.00	45.00	30.00	35.00	25.00	45.00	30.00
Leon	150.00	75.00	75.00	30.00	30.00	30.00	22.00	20.00
Levy	100.00	60.00	40.00	35.00	30.00	15.00	25.00	25.00
Liberty	80.00	50.00	40.00	30.00	40.00	35.00	30.00	25.00
Madison	100.00	50.00	45.00	35.00	25.00	25.00	15.00	15.00
Manatee ...	187.50	75.00	40.00	35.00	35.00	25.00	25.00	25.00
Marion	162.50	80.00	85.00	40.00	40.00	35.00	30.00	25.00
Monroe	125.00	100.00	75.00	75.00	125.00	40.00	75.00	30.00
Nassau	125.00	60.00	75.00	45.00	35.00	30.00	35.00	20.00
Orange	187.50	90.00	50.00	35.00	35.00	30.00	25.00	20.00
Osceola	130.00	50.00	.....	40.00	35.00	35.00	.....	25.00
Pasco	125.00	75.00	20.00	20.00	35.00	35.00	20.00	20.00
Polk	150.00	85.00	70.00	45.00	45.00	30.00	30.00	22.50
Putnam	175.00	90.00	50.00	35.00	35.00	35.00	25.00	25.00
St. Johns ...	125.00	75.00	65.00	35.00	35.00	35.00	40.00	20.00
St. Lucie...	50.00	100.00	45.00	40.00	50.00	40.00	45.00	30.00
Santa Rosa ..	112.50	85.00	35.00	30.00	35.00	35.00	35.00	30.00
Sumter	100.00	60.00	35.00	30.00	40.00	35.00	35.00	25.00
Suwannee ...	175.00	70.00	50.00	35.00	35.00	30.00	25.00	20.00
Taylor	125.00	60.00	45.00	35.00	35.00	35.00	40.00	35.00
Volusia	150.00	75.00	55.00	35.00	50.00	25.00	35.00	30.00
Wakulla	45.00	45.00	20.00	20.00	25.00	25.00	20.00	20.00
Walton	150.00	85.00	40.00	27.50	35.00	27.50	25.00	25.00
Washington ..	135.00	50.00	40.00	45.00	25.00	25.00	25.00	25.00

TABLE XIII.—Average Monthly Salaries Paid Teachers.

1908-1909. Counties.	Average Monthly Salaries.				
	Both Races	White.		Negro.	
		Male	Female	Male	Female
The State	\$47.40	\$65.40	\$48.20	\$33.80	\$29.40
Alachua	\$44.78	\$76.14	\$46.36	\$30.38	\$24.96
Baker	42.82	52.49	37.46	40.20	33.00
Bradford	47.20	65.42	41.34	31.60	25.50
Brevard	47.30	71.20	47.80	45.00	31.60
Calhoun	36.80	47.40	33.00	20.00	20.00
Citrus	51.10	72.80	47.14	20.00	20.00
Clay	42.12	58.88	39.24	44.20	28.08
Columbia	41.80	56.40	47.40	26.00	23.40
Dade	56.60	92.60	58.80	41.40	31.40
DeSoto	54.55	65.83	49.22	45.00	30.00
Duval	45.40	76.40	50.40	46.40	32.20
Escambia	52.52	83.30	51.50	56.64	44.92
Franklin	49.40	93.80	43.80	47.00	24.40
Gadsden	46.20	92.04	49.20	27.20	22.60
Hamilton	41.80	72.20	39.40	27.80	22.00
Hernando	47.80	112.50	47.74	30.80	19.20
Hillsboro	58.66	87.16	55.26	49.82	35.28
Holmes	44.00	53.80	36.20	22.80	22.50
Jackson	34.40	51.20	36.80	23.60	20.12
Jefferson	38.42	84.74	47.42	18.82	16.94
Lafayette	43.46	45.92	42.46	37.98	40.00
Lake	45.80	66.00	46.60	38.40	29.80
Lee	56.36	63.52	53.20	45.00	30.00
Leon	39.12	71.20	43.40	32.70	25.00
Levy	41.18	52.00	39.56	31.80	26.20
Liberty	27.40	58.20	43.20	35.40	27.40
Madison	39.10	51.54	38.32	25.38	23.64
Manatee	53.60	71.00	48.80	32.50	27.50
Marion	46.36	98.28	48.08	49.82	30.38
Monroe	47.20	125.00	44.50	75.00	38.00
Nassau	39.00	76.20	40.20	50.40	27.40
Orange	50.74	88.80	51.00	39.40	26.00
Osceola	47.20	62.98	44.82	.....	31.30
Pasco	46.60	59.40	45.20	20.60	20.00
Polk	62.00	79.00	62.60	49.60	39.80
Putnam	44.00	77.00	47.60	37.00	26.80
St. Johns	38.37	70.20	38.70	52.50	24.50
St. Lucie	51.00	50.00	52.76	45.00	36.92
Santa Rosa	38.60	44.40	38.80	35.00	27.00
Sumter	46.13	71.07	45.98	35.00	26.84
Suwannee	40.32	48.62	43.08	30.08	28.32
Taylor	47.92	70.74	43.64	40.40	35.00
Volusia	56.66	94.46	56.42	48.04	34.32
Wakulla	31.00	42.50	33.20	20.00	20.00
Walton	48.50	73.00	46.80	32.40	26.60
Washington	34.40	39.40	32.80	29.40	29.40

TABLE XIV.—Aggregate Salaries Paid Teachers.

1908-1909 Counties.	Total	White.		Negro.	
		Male.	Female.	Male.	Female.
The State.....	\$1,082,021.26	\$268,884.63	\$657,102.19	\$46,764.50	\$109,269.94
Alachua	45,965.79	9,654.83	28,990.79	2,638.53	4,681.59
Baker	7,684.75	3,293.75	3,638.00	588.00	165.00
Bradford	23,776.75	11,386.75	10,407.50	950.00	1,032.50
Brevard	12,007.50	3,350.00	6,962.50	225.00	1,470.00
Calhoun	9,807.00	4,828.75	4,278.25	600.00	100.00
Citrus	11,195.00	4,005.00	6,790.00	160.00	240.00
Clay	12,903.17	3,374.50	7,378.75	1,194.67	855.25
Columbia	21,093.00	6,116.50	10,323.50	1,855.00	2,198.00
Dade	36,845.00	4,301.25	28,904.25	835.50	2,804.00
DeSoto	35,363.00	15,010.00	19,453.00	450.00	460.00
Duval	76,181.38	4,653.75	50,952.63	3,390.00	17,155.00
Escambia	53,547.70	6,360.00	35,999.85	1,085.00	10,102.85
Franklin	7,970.00	2,857.00	3,593.00	660.00	860.00
Gadsden	19,229.12	4,326.00	11,810.00	1,066.50	2,026.62
Hamilton	14,086.75	3,505.00	9,276.75	475.00	730.00
Hernando	11,029.75	1,800.00	8,254.75	495.00	480.00
Hillsboro	115,487.75	29,186.25	78,029.25	1,550.00	6,722.25
Holmes	12,606.85	7,504.85	4,714.50	297.50	90.00
Jackson	26,797.75	8,181.75	12,426.25	3,552.50	2,637.25
Jefferson	15,823.50	3,390.00	9,282.50	1,694.00	1,457.00
Lafayette	12,722.50	4,735.00	7,364.50	471.00	152.00
Lake	20,884.75	4,413.00	13,166.75	615.00	2,690.00
Lee	12,951.75	5,627.75	6,874.00	270.00	180.00
Leon	21,928.50	3,780.00	11,850.00	1,962.00	4,336.50
Levy	18,801.00	7,295.00	9,200.00	1,306.00	1,000.00
Liberty	7,171.00	1,340.00	4,441.00	675.00	715.00
Madison	18,972.00	7,174.50	9,275.00	905.50	1,617.00
Manatee	24,151.00	8,690.00	14,586.00	325.00	550.00
Marion	43,441.00	7,144.00	23,951.00	3,144.00	9,202.00
Monroe	10,120.00	1,000.00	6,400.00	600.00	2,120.00
Nassau	14,204.00	1,375.00	9,215.00	860.00	2,754.00
Orange	31,787.50	6,575.00	21,615.00	702.50	2,895.00
Osceola	11,311.50	2,866.25	7,850.25	.....	595.00
Pasco	13,894.75	4,065.75	9,364.00	195.00	270.00
Polk	47,681.90	10,665.25	31,304.15	1,782.50	3,930.00
Putnam	21,018.12	3,010.00	13,623.12	970.00	3,415.00
St. Johns	16,087.25	2,208.75	10,708.50	840.00	2,330.00
St. Lucie	9,251.25	1,257.00	7,308.75	270.00	415.50
Santa Rosa	20,255.50	7,632.75	11,911.75	175.00	1,215.00
Sumter	13,646.13	4,001.50	7,556.75	350.00	1,737.88
Suwannee	23,025.50	6,500.00	11,715.25	2,040.25	2,770.00
Taylor	11,669.50	7,074.00	4,090.50	365.00	140.00
Volusia	39,984.75	8,090.00	26,230.00	1,237.50	4,427.25
Wakulla	5,502.50	1,700.00	2,642.50	900.00	260.00
Walton	22,309.00	5,414.00	15,305.00	520.00	1,070.00
Washington	19,168.10	8,134.20	7,387.40	1,521.00	2,125.50

TABLE XV.—Taxation for Schools in 1908.
PART I.—Assessed Valuation of Property; Total School Taxes
Paid; One Mill State Tax.

1908-1909. Counties.	Assessed Valuation of Prop- erty, 1908.	Total School Taxes of 1908 Collected.	One Mill Tax of 1908.			
			Assessed	Collected	Per Cent Collected.	Ret. Co. for each \$1 paid.
The State....	\$159,384,983.87	\$1,294,096.28	\$159,382.82	\$139,228.34	87	\$1.16
Alachua	6,082,223.00	49,569.68	6,082.22	4,507.00	74	\$1.73
Baker	1,069,158.00	6,948.17	1,069.15	1,291.05	120	1.00
Bradford	2,372,276.00	26,856.51	2,372.27	2,789.79	117	1.13
Brevard	2,003,032.00	17,937.08	2,000.00	2,095.80	105	.53
Calhoun	1,543,032.00	9,158.27	1,543.63	1,221.99	79	1.06
Citrus	1,586,554.00	17,013.77	1,586.55	1,611.81	102	.81
Clay	1,510,042.00	16,145.00	1,510.95	1,481.17	98	.93
Columbia	2,746,956.00	20,239.89	2,746.95	2,237.50	81	2.01
Dade	6,097,031.00	63,370.07	6,097.03	6,272.62	103	.48
DeSoto	4,258,398.00	32,535.33	4,258.39	2,990.77	70	1.24
Duval	16,575,919.00	122,040.36	16,575.91	14,986.79	90	.74
Escambia	9,546,265.00	53,298.76	9,546.26	6,847.84	66	1.10
Franklin	1,103,294.00	7,417.97	1,103.29	757.79	72	1.02
Gadsden	2,419,156.00	21,829.66	2,419.15	2,191.25	91	2.58
Hamilton	1,820,666.00	13,259.16	1,820.57	1,622.68	89	1.54
Hernando	1,335,442.25	13,866.65	1,335.44	1,223.48	92	.61
Hillsboro	16,104,158.00	123,072.50	15,104.16	11,091.79	73	1.06
Holmes	1,598,789.00	14,110.51	1,598.78	1,456.52	91	1.66
Jackson	3,423,233.00	25,671.75	3,423.23	2,850.74	83	2.78
Jefferson	2,247,428.00	23,639.09	2,247.43	2,841.01	126	1.84
Lafayette	2,332,112.00	18,164.37	2,332.11	2,088.61	90	.70
Lake	2,727,282.00	27,499.87	2,727.33	2,871.80	105	.78
Lee	1,896,776.00	17,690.66	1,896.77	1,776.34	93	.57
Leon	3,340,000.00	19,901.76	3,340.00	2,289.88	69	2.80
Levy	2,775,537.00	20,304.97	2,775.54	2,632.86	95	.91
Liberty	1,439,690.00	8,775.00	1,439.69	1,423.83	99	.61
Madison	2,634,862.00	18,240.15	2,634.86	2,293.02	87	2.50
Manatee	2,277,150.00	18,455.53	2,277.15	1,960.20	86	1.22
Marion	4,986,632.00	54,480.32	4,986.63	5,261.92	106	1.49
Monroe	2,088,945.00	15,636.36	2,088.94	1,815.17	87	1.10
Nassau	2,578,621.00	16,735.19	2,578.62	2,216.88	90	1.00
Orange	5,537,958.00	55,820.10	5,537.96	5,452.32	98	.75
Osceola	1,724,211.68	15,314.16	1,724.21	1,691.83	98	.76
Pasco	1,928,670.00	19,501.07	1,928.67	1,724.05	90	.94
Polk	5,982,955.00	56,906.64	5,982.95	5,545.78	93	1.01
Putnam	2,920,525.00	22,376.96	2,920.53	2,816.80	96	1.00
St. Johns	3,443,170.00	27,086.11	3,443.17	3,260.64	95	.67
St. Lucie	1,780,991.00	13,844.64	1,780.99	1,217.96	68	.78
Santa Rosa	3,334,462.00	15,985.99	3,334.46	1,915.87	58	1.85
Sumter	1,688,821.06	23,055.72	1,688.82	2,266.54	134	.84
Suwannee	2,969,688.88	23,185.01	2,969.68	2,305.57	78	2.24
Taylor	2,225,390.00	20,131.69	2,225.39	2,187.13	98	.83
Volusia	5,471,949.00	52,384.55	5,471.95	5,409.18	99	.68
Wakulla	863,418.00	6,322.73	863.42	869.25	100	1.66
Walton	3,010,646.00	10,454.78	3,010.65	1,401.55	47	2.61
Washington ..	2,980,971.00	18,461.77	2,980.97	2,613.97	88	1.45

TABLE XV.—Taxation for Schools in 1908.
PART II.—County School Tax.

1908-1909. Counties.	No. Mills Levied.	Assessed.	Collected.	Per Cent. Collected.	Delinquent Taxes Paid.
The State .....	...	\$1,060,025.56	\$926,218.20	87	\$169,607.26
Alachua	7	\$ 42,575.56	\$ 31,549.03	74	\$ 9,310.98
Baker	6	6,414.94	4,772.29	74	99.84
Bradford	6½	15,419.79	18,133.69	118	78.56
Brevard	7	14,023.24	14,670.60	105	464.27
Calhoun	5	7,718.15	6,109.96	79	1,995.11
Citrus	6	9,519.32	9,670.87	102	78.15
Clay	6½	9,815.27	9,627.65	98	428.27
Columbia	6	16,481.74	13,424.99	81	2,537.07
Dade	7	42,679.21	43,908.40	103	633.55
DeSoto	7	29,808.78	20,935.41	70	10,351.64
Duval	7	116,031.43	104,907.57	90	23,835.19
Escambia	7	66,823.85	44,434.92	66	22,524.51
Franklin	7	7,723.06	5,584.51	74	596.68
Gadsden	7	16,934.19	15,338.77	91	2,550.61
Hamilton	5½	10,013.11	8,924.75	89	1,271.41
Hernando	7	9,348.09	8,564.39	92	1,010.17
Hillsboro	7	105,729.11	77,642.56	73	30,759.32
Holmes	6½	10,392.12	9,467.43	91	820.03
Jackson	6½	22,251.00	18,529.81	83	2,581.65
Jefferson	7	15,731.99	19,887.08	126	593.65
Lafayette	6	13,992.67	12,531.67	90	1,345.80
Lake	6½	17,727.33	18,666.71	105	406.15
Lee	7	13,277.43	12,434.43	94	1,987.24
Leon	6	20,040.00	13,739.30	69	7,347.69
Levy	5	13,877.68	13,164.28	95	2,146.59
Liberty	5	7,198.45	7,119.17	99	1.40
Madison	6	15,809.17	13,758.12	87	4,605.28
Manatee	8	18,217.20	15,681.60	86	5,298.74
Marion	6½	32,413.11	34,202.45	105	1,095.19
Monroe	7	14,622.61	12,706.19	88	4,408.97
Nassau	6	15,471.72	13,301.31	86	6,779.70
Orange	7	38,765.71	38,166.78	98	531.70
Osceola	7	12,069.48	11,842.85	98	237.10
Pasco	7	13,500.69	12,138.39	90	3,040.09
Polk	7	41,880.68	38,820.51	93	1,058.67
Putnam	6	17,523.15	16,900.78	96	356.00
St. Johns	7	24,102.19	22,824.47	95	511.72
St. Lucie	7	12,466.93	12,179.65	98	162.59
Santa Rosa	7	23,341.28	13,411.12	57	6,849.36
Sumter	6½	10,977.33	14,732.55	134	201.79
Suwannee	7	20,787.82	16,139.04	78	2,894.95
Taylor	7	15,577.73	15,309.93	98	31.08
Volusia	6	32,831.69	32,455.09	99	.....
Wakulla	6	5,180.50	5,215.48	101	38.97
Walton	5	15,053.23	7,007.78	47	5,135.86
Washington	6	17,885.83	15,683.87	90	613.97

TABLE XV.—Taxation for Schools in 1908.
PART III.—Poll and District Taxes.

1908-1909. Counties.	Poll Taxes of 1908.			Number of Districts.	District Taxes.		
	Assessed	Collected	Delinquent Taxes Paid.		Assessed	Collected	Delinquent Taxes Paid.
The State....	\$67,296	\$48,326.68	\$5,626	441	\$212,244.20	\$182,413.26	\$39,280.11
Alachua	2,800	2,089.00	627	36	14,742.78	11,424.65	3,379.50
Baker	380	307.00	293	5	970.88	577.83	.....
Bradford	1,222	1,114.00	.....	20	5,282.44	4,819.03	.....
Brevard	700	500.68	670	.....	6,500.00	.....	.....
Calhoun	1,050	500.00	.....	10	1,808.06	1,326.32	5.77
Citrus	907	594.00	.....	16	4,718.60	5,137.09	41.51
Clay	481	651.00	34	6	4,474.14	4,385.18	215.54
Columbia	2,170	1,501.00	214	7	3,806.10	3,076.40	658.40
Dade	1,624	1,215.00	.....	5	11,938.55	11,974.05	28.42
DeSoto	1,389	821.00	43	30	11,255.94	7,788.15	3,939.34
Duval	7,239	2,146.00	247	.....	.....	.....	25.34
Escambia	3,198	2,516.00	523	.....	.....	.....	.....
Franklin	643	473.00	50	.....	.....	.....	.....
Gadsden	1,500	1,169.00	55	3	3,400.00	3,130.64	457.38
Hamilton	1,528	663.00	140	4	2,332.71	2,048.73	299.17
Hernando	832	335.00	23	11	3,549.54	3,243.78	369.46
Hillsboro	2,603	2,733.00	301	67	43,270.40	31,604.95	13,416.99
Holmes	1,081	838.00	.....	3	3,037.51	2,348.56	327.12
Jackson	5,320	2,600.00	821	11	1,766.70	1,591.20	1,625.61
Jefferson	1,311	911.00	39	.....	.....	.....	.....
Lafayette	759	581.00	217	.....	3,367.11	2,963.09	286.12
Lake	1,015	973.00	.....	22	4,743.20	4,988.36	33.59
Lee	564	433.00	484	7	3,340.95	3,046.89	638.20
Leon	1,420	1,511.00	.....	1	5,358.00	2,361.58	2,049.07
Levy	880	787.00	.....	15	4,711.93	4,499.96	896.34
Liberty	424	232.00	.....	.....	.....	.....	.....
Madison	2,065	1,176.00	42	3	1,249.14	1,013.01	265.44
Manatee	967	806.00	62	33	6,519.44	7.73	2,951.62
Marion	2,974	2,946.00	.....	32	11,295.21	12,069.95	149.01
Monroe	419	1,115.00	.....	.....	.....	.....	.....
Nassau	562	259.00	29	.....	1,392.50	958.00	667.20
Orange	1,079	1,758.00	.....	18	12,237.12	10,443.00	35.21
Osceola	435	456.00	29	3	1,350.86	1,323.48	42.81
Pasco	800	452.00	11	.....	5,550.49	5,176.63	1,009.28
Polk	1,983	1,563.00	170	25	11,467.41	10,977.35	409.32
Putnam	1,054	1,052.00	135	8	1,666.22	1,607.38	1.81
St. Johns	397	1,001.00	.....	.....	.....	.....	.....
St. Lucie	517	447.00	47	.....	.....	.....	.....
Santa Rosa	1,406	659.00	55	.....	.....	.....	.....
Sumter	1,355	1,094.00	.....	8	3,393.54	4,962.63	.....
Suwannee	2,423	1,224.00	108	.....	5,337.84	3,516.40	584.51
Taylor	756	582.00	.....	6	2,071.80	2,052.63	113.59
Volusia	623	1,420.00	.....	19	.....	13,100.28	323.43
Wakulla	896	238.00	16	.....	.....	.....	.....
Walton	1,825	815.00	72	4	2,463.87	1,230.45	826.93
Washington	1,720	1,070.00	169	8	1,873.22	1,637.90	3,207.58

TABLE XVI.—School Fund Receipts of 1908.
PART I.—Their Sources.

1908-1909. Counties.	Total Re- ceipts, Ex- cept Borrow- ed Money.	1 Cash From Last Year.	2 From County Taxes.	3 From Poll Taxes.	4 From District Taxes.
The State	\$1,935,035.69	\$301,856.57	\$1,098,354.49	\$53,952.68	\$220,837.71
Alachua	\$ 79,065.59	\$ 8,486.83	\$ 40,860.01	\$ 2,616.00	\$ 14,804.15
Baker	11,374.69	341.98	7,381.14	600.00	1,360.82
Bradford	29,679.93	1,428.06	18,212.25	1,114.00	4,819.03
Brevard	18,268.85	355.92	15,134.87	1,170.68	.....
Calhoun	13,748.10	2,164.02	8,105.07	500.00	1,332.09
Citrus	20,311.32	1,618.94	9,749.02	594.00	5,178.60
Clay	22,999.51	5,225.06	10,075.92	685.00	4,600.72
Columbia	33,021.87	4,622.24	15,962.06	1,715.00	3,734.80
Dade	100,514.03	34,069.11	44,541.95	1,215.00	12,002.47
DeSoto	58,652.71	9,892.55	31,287.05	864.00	11,727.49
Duval	146,871.11	1,663.61	128,742.76	2,393.00	25.34
Escambia	86,562.32	7,439.93	66,959.43	3,039.00	.....
Franklin	9,080.79	95.11	6,181.19	523.00	.....
Gadsden	41,076.51	11,749.90	17,889.38	1,224.00	3,130.64
Hamilton	20,237.08	3,765.33	10,196.16	803.00	2,347.90
Hernando	20,195.08	5,723.36	9,574.56	358.00	3,613.24
Hillsboro	232,268.27	39,437.32	108,401.88	3,034.00	45,011.94
Holmes	19,437.66	2,575.83	10,287.46	838.00	2,675.68
Jackson	41,868.83	2,502.19	21,111.46	3,421.00	3,218.76
Jefferson	27,803.66	3.25	20,480.73	950.00	.....
Lafayette	28,246.26	8,525.66	13,877.47	798.00	3,249.21
Lake	33,073.91	5,073.28	19,072.86	973.00	5,021.95
Lee	28,473.95	7,555.50	14,421.67	917.00	3,685.09
Leon	41,791.64	6,800.19	21,086.99	1,511.00	4,415.65
Levy	31,815.89	7,367.11	15,310.87	787.00	5,396.30
Liberty	12,894.07	4,490.08	7,120.57	232.00	.....
Madison	33,388.92	4,453.31	18,363.39	1,218.00	1,273.45
Manatee	35,376.62	5,291.93	20,380.34	868.00	2,959.35
Marion	64,118.14	4,042.10	35,297.64	2,946.00	12,218.96
Monroe	27,117.40	6,147.52	17,115.16	1,115.00	.....
Nassau	24,920.71	151.94	20,081.01	288.00	1,635.20
Orange	65,034.39	8,430.05	38,698.48	1,758.00	10,994.53
Osceola	29,027.03	1,491.08	12,079.95	485.00	1,366.29
Pasco	26,381.25	2,272.84	15,178.48	463.00	6,185.91
Polk	67,503.22	7,203.85	39,879.18	1,733.00	11,387.17
Putnam	30,531.32	6,447.42	17,256.78	1,187.00	1,609.19
St. Johns	35,330.90	8,026.09	23,336.19	1,001.00	.....
St. Lucie	15,310.32	1,150.20	12,342.27	494.00	.....
Santa Rosa	25,647.62	65.85	20,260.48	714.00	.....
Sumter	30,996.52	8,048.63	14,934.34	1,094.00	4,967.63
Suwannee	31,973.05	674.83	19,033.99	1,332.00	4,100.91
Taylor	23,677.58	3,733.09	15,341.01	582.00	2,166.22
Volusia	84,706.61	32,802.31	32,455.09	1,420.00	13,422.71
Wakulla	9,603.12	2,329.66	5,254.45	254.00	.....
Walton	27,007.43	4,734.15	12,143.64	887.00	2,057.38
Washington	38,049.91	11,386.86	16,297.84	1,239.00	3,141.14

TABLE XVI.—School Fund Receipts of 1908.
PART II.—Receipts from Other Sources.

1908-1909. Counties.	From State Apportionment.			8 Tuition Non- Resident Pupils.	9 Examination Fees.	10 Other Sources.
	5 Interest Fund.	6 One Mill Tax.	7 State Aid Funds.			
The State..	\$34,718.39	\$161,981.79	\$.....	\$2,161.36	\$2,418	\$58,754.70
Alachua ...	\$ 1,642.32	\$ 7,801.02	\$.....	.....	73	\$ 2,782.26
Baker	271.80	1,291.05	.....	.....	88	39.90
Bradford	667.44	3,170.34	.....	.....	73	195.81
Brevard ...	232.30	1,102.95	.....	40.00	12	220.13
Calhoun ...	272.16	1,292.76	.....	.....	37	45.00
Citrus	276.48	1,313.28	.....	.....	6	1,575.00
Clay	290.16	1,378.26	.....	659.51	24	60.88
Columbia ..	947.16	4,499.01	.....	.....	28	1,513.60
Dade	633.24	3,007.89	.....	.....	26	5,018.37
DeSoto	779.76	3,703.86	.....	.....	58	340.00
Duval	2,365.20	11,234.70	.....	.....	.....	446 50
Escambia ..	1,468.80	6,976.80	.....	30.00	110	538.36
Franklin ..	236.16	1,121.76	.....	.....	35	888.57
Gadsden ...	1,189.44	5,649.84	.....	.....	51	192.31
Hamilton ...	545.09	2,496.60	.....	.....	31	52.00
Hernando ...	226.08	628.00	.....	21.00	7	43.84
Hillsboro ..	2,475.46	11,757.96	.....	.....	259	21,880.71
Holmes	510.12	2,423.07	.....	.....	81	46.50
Jackson	1,663.20	7,900.20	.....	1,010.00	114	928.02
Jefferson ...	1,098.00	5,215.50	.....	.....	48	8.18
Lafayette ..	308.16	1,463.76	.....	.....	24	.....
Lake	471.96	2,241.81	.....	.....	38	181.05
Lee	212.76	1,010.61	.....	.....	15	656.32
Leon	1,361.88	6,468.93	.....	.....	147	.....
Levy	506.88	2,407.68	.....	.....	.....	40.05
Liberty	182.16	865.26	.....	.....	4	.....
Madison ...	1,210.32	5,749.02	.....	.....	109	1,007.43
Manatee ...	504.00	2,394.00	.....	.....	49	2,330.00
Marion	1,653.48	7,854.03	.....	.....	90	15.93
Monroe	421.92	2,004.12	.....	.....	17	296.68
Nassau	470.88	2,236.68	.....	.....	44	23.00
Orange	856.44	4,068.09	.....	25.00	74	130.00
Osceola	270.00	1,282.50	.....	.....	31	12,021.21
Pasco	342.72	1,627.92	.....	.....	127	183.38
Polk	1,180.08	5,605.38	.....	.....	56	458.56
Putnam ...	590.76	2,806.11	.....	13.00	63	558.06
St. Johns ..	462.96	2,199.06	.....	29.85	29	246.75
St. Lucie ..	199.80	949.05	.....	150.00	25	.....
Santa Rosa ..	747.72	3,551.57	.....	.....	33	275.00
Sumter .....	.....	1,910.07	.....	23.00	.....	23.85
Suwannee ..	1,112.04	5,282.19	.....	.....	87	350.09
Taylor	312.48	1,484.28	.....	.....	7	51.50
Volusia	770.40	3,659.40	.....	.....	39	137.70
Wakulla ...	303.48	1,441.53	.....	.....	20	.....
Walton	770.40	3,659.40	.....	.....	60	2,694.96
Washingt'n	1,704.34	3,794.49	.....	160.00	69	257.24

TABLE XVII.—Summary of Expenditures of Public School Funds.
PART I.

1908-1909—Counties.	Total Warrants Drawn.	Warrants for Debts and Borrowed Money.
The State	\$2,093,671.06	\$378,732.67
Alachua	\$ 62,960.54	\$
Baker	15,966.08	3,000.00
Bradford	54,489.97	17,713.04
Brevard	21,698.32	.....
Calhoun	13,232.24	40.02
Citrus	20,591.57	5,250.00
Clay	17,664.03	.....
Columbia	48,292.84	19,634.24
Dade	97,862.40	.....
DeSoto	62,477.19	13,500.00
Duval	172,730.14	34,547.29
Escambia	134,261.98	55,193.33
Franklin	15,068.45	4,950.00
Gadsden	24,090.54	.....
Hamilton	22,487.04	3,840.00
Hernando	16,526.11	.....
Hillsboro	353,281.32	161,652.55
Holmes	15,566.00	.....
Jackson	38,276.63	.....
Jefferson	22,487.25	.....
Lafayette	17,241.21	800.00
Lake	26,087.37	323.75
Lee	20,977.21	2,000.00
Leon	43,074.25	4,600.00
Levy	25,744.64	.....
Liberty	15,906.36	4,381.81
Madison	25,952.52	.....
Manatee	36,147.94	2,315.00
Marion	68,623.61	7,420.00
Monroe	26,200.81	9,183.94
Nassau	20,105.22	.....
Orange	51,571.73	.....
Osceola	56,056.62	13,500.00
Pasco	20,517.16	.....
Polk	64,102.43	325.00
Putnam	26,682.25	.....
St. Johns	51,875.84	8,000.00
St. Lucie	16,681.83	976.63
Santa Rosa	31,025.22	1,353.50
Sumter	18,397.58	.....
Suwannee	38,754.49	.....
Taylor	35,977.63	.....
Volusia	60,129.83	.....
Wakulla	8,791.70	1,500.00
Walton	30,104.05	2,732.57
Washington	26,930.92	.....

TABLE XVII.—(Continued)—Summary of Expenditures of Public School Funds.—PART II.

1908-1909. Counties.	Total Expenditures.		
	For All Purposes.	For Schools Proper.	For Ad- ministra- tion, etc.
The State	\$1,714,938.39	\$1,500,364.57	\$214,573.82
Alachua	\$ 62,960.64	\$ 56,162.93	\$ 6,797.61
Baker	12,966.08	10,517.89	2,448.19
Bradford	36,776.93	30,668.99	6,107.94
Brevard	21,698.32	18,661.52	3,036.80
Calhoun	13,192.22	11,191.54	2,000.68
Citrus	15,341.57	12,739.59	2,601.98
Clay	17,664.03	15,102.26	2,561.77
Columbia	28,658.60	23,588.81	5,069.79
Dade	97,862.40	90,299.15	7,563.25
DeSoto	48,977.19	44,385.47	4,591.72
Duval	138,182.85	120,908.58	17,274.27
Escambia	79,068.65	70,310.18	8,758.47
Franklin	10,118.45	8,582.43	1,536.02
Gadsden	24,090.54	21,959.42	2,131.12
Hamilton	18,647.04	16,865.32	1,781.72
Hernando	16,526.11	13,961.19	2,564.92
Hillsboro	191,628.77	162,422.72	29,206.05
Holmes	15,566.00	13,448.50	2,117.50
Jackson	38,276.63	35,257.96	3,018.68
Jefferson	22,487.25	19,514.74	2,972.51
Lafayette	16,441.21	14,420.65	2,020.56
Lake	25,763.62	23,198.66	2,564.96
Lee	18,977.21	16,313.77	2,663.44
Leon	38,474.25	28,111.08	10,363.17
Levy	25,744.64	22,719.10	3,025.54
Liberty	11,524.55	10,072.13	1,452.42
Madison	25,952.52	22,920.81	3,031.71
Manatee	33,832.94	29,575.62	4,257.32
Marion	61,203.61	56,795.18	4,408.43
Monroe	17,016.87	11,671.74	5,345.13
Nassau	20,105.22	17,056.05	3,049.17
Orange	51,571.73	48,748.45	2,823.28
Osceola	42,556.62	39,177.19	3,379.43
Pasco	20,517.16	17,247.92	3,269.24
Polk	63,777.43	57,202.64	6,574.79
Putnam	26,682.25	23,949.83	2,732.42
St. Johns	43,875.84	38,220.55	5,655.29
St. Lucie	15,705.20	13,204.18	2,501.02
Santa Rosa	29,671.72	25,791.80	3,879.92
Sumter	18,397.58	16,290.16	2,107.42
Suwannee	38,754.49	28,761.62	9,992.87
Taylor	35,977.63	32,414.77	3,562.86
Volusia	60,129.83	55,765.64	4,364.19
Wakulla	7,291.70	5,982.30	1,309.40
Walton	27,371.48	24,231.17	3,140.31
Washington	26,930.92	23,972.38	2,958.54

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART I.—Total Salaries of Teachers, Costs of Lots, etc.

1908-1909. Counties.	Total.	1 Salaries of Teachers.	2 School Lots.	3 New Build- ings.	4 Repairs.
The State	\$1500,364.57	\$1082,021.26	\$22,647.88	\$201,088.09	\$56,470.85
Alachua	\$ 56,162.93	\$ 45,965.79	\$ 101.00	\$ 2,736.17	\$ 2,909.64
Baker	10,517.89	7,684.75	.....	1,885.00	233.90
Bradford	30,668.99	23,776.75	.....	481.73	555.70
Brevard	18,661.52	12,007.50	100.00	1,235.36	671.74
Calhoun	11,191.54	9,807.00	.....	693.32	180.52
Citrus	12,739.59	11,195.00	.....	.....	256.57
Clay	15,102.26	12,903.17	13.00	528.10	379.36
Columbia	23,588.81	21,093.00	25.00	191.87	414.98
Dade	90,299.15	36,845.00	284.42	43,776.11	1,421.55
DeSoto	44,385.47	35,363.00	100.00	4,808.80	1,001.71
Duval	120,908.58	76,181.38	6,150.00	10,871.20	8,537.04
Escambia	70,310.18	53,547.70	3,028.80	2,161.37	6,207.41
Franklin	8,582.43	7,970.00	.....	.....	117.71
Gadsden	21,959.42	19,229.12	.....	1,353.92	29.05
Hamilton	16,865.32	14,086.75	.....	1,230.31	77.31
Herna'do	13,961.19	11,029.75	.....	1,060.00	687.05
Hillsboro	162,422.72	115,487.75	3,047.33	20,902.70	6,871.17
Holmes	13,448.50	12,606.85	.....	353.00	56.70
Jackson	35,257.95	26,797.75	.....	6,934.50	209.07
Jefferson	19,514.74	15,823.50	.....	341.25	194.22
Lafayette	14,420.65	12,722.50	10.00	1,037.15	339.45
Lake	23,198.66	20,884.75	.....	600.00	473.51
Lee	16,313.77	12,951.75	.....	531.23	752.24
Leon	28,111.08	21,928.50	96.00	2,507.50	1,847.80
Levy	22,719.10	18,801.00	.....	856.49	2,008.61
Liberty	10,072.13	7,171.00	10.00	1,830.47	594.74
Madison	22,920.81	18,972.00	500.00	1,601.04	298.36
Manatee	29,575.62	24,151.00	.....	2,467.59	435.74
Marion	56,795.18	43,441.00	84.75	8,950.72	1,617.30
Monroe	11,671.74	10,120.00	.....	138.90	194.35
Nassau	17,056.05	14,204.00	.....	735.00	1,125.91
Orange	48,748.45	31,787.50	2,764.91	3,452.13	3,928.45
Osceola	39,177.19	11,311.50	15.00	20,589.00	491.45
Pasco	17,247.92	13,894.75	.....	1,105.53	748.53
Polk	57,202.64	47,681.90	600.00	700.00	5,025.94
Putnam	23,949.83	21,018.12	.....	108.33	593.56
St. Johns	38,220.55	16,087.25	4,059.92	16,242.74	265.49
St. Lucie	13,204.18	9,251.25	37.85	1,058.11	579.88
San' Rosa	25,791.80	20,934.50	103.85	2,269.95	234.62
Sumter	16,290.16	13,646.13	.....	857.23	304.57
Suwan'ee	28,761.62	23,025.50	25.00	3,690.23	768.93
Taylor	32,414.77	11,669.50	50.50	17,330.59	90.45
Volusia	55,765.64	39,984.75	1,250.00	7,554.68	1,555.80
Wakulla	5,982.30	5,502.50	.....	242.75	180.15
Walton	24,231.17	22,309.00	.....	586.84	121.87
Wash'ton	23,972.38	19,168.10	190.55	2,449.08	880.75

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART II.—Cost of Furniture, Apparatus, Insurance, etc.

1908-1909. Counties.	5 Furniture. ✓	6 Apparatus. ✓	7 Insurance. ✓	8 Rents. ✓	9 Janitors. ✓
The State	\$27,733.05	\$5,505.26	\$8,611.22	\$6,015.71	\$16,368.07
Alachua	\$ 598.64	\$ 21.95	\$ 252.33	\$	\$ 217.00
Baker	316.00	20.93	.....	.....	.....
Bradford	3,579.87	.....	195.75	140.00	80.00
Brevard	259.07	.....	692.70	15.00	118.65
Calhoun	180.00	.....	66.00	.....	.....
Citrus	67.80	12.50	317.30	.....	.....
Clay	259.55	.....	57.00	15.00	140.25
Columbia	404.66	.....	60.00	.....	259.50
Dade	2,192.73	114.28	1,125.95	145.00	639.50
DeSoto	902.61	1,067.70	43.60	208.36	201.25
Duval	2,623.27	181.26	717.45	86.00	3,697.13
Escambia	855.25	177.00	344.25	375.00	1,645.00
Franklin	40.00	.....	.....	.....	236.25
Gadsden	271.15	.....	60.00	30.06	.....
Hamilton	391.86	.....	.....	.....	.....
Hernando	186.00	.....	.....	.....	96.00
Hillsboro	700.65	2,058.60	457.30	1,021.00	3,775.50
Holmes	248.76	.....	47.75	.....	.....
Jackson .....	.....	.....	.....	.....	.....
Jefferson	7.90	29.85	213.63	.....	44.00
Lafayette	113.35	12.05	.....	.....	.....
Lake	292.66	134.30	24.00	58.67	143.55
Lee	204.95	32.00	.....	.....	113.40
Leon	209.68	12.70	191.87	82.02	187.00
Levy	424.90	114.75	460.35	.....	.....
Liberty	142.80	40.00	45.00	.....	.....
Madison	490.22	.....	277.50	.....	50.40
Manatee	1,217.70	.....	45.00	.....	161.34
Marion	246.86	.....	149.16	.....	337.00
Monroe	49.90	.....	30.00	183.66	725.00
Nassau	105.00	.....	68.00	52.50	112.50
Orange	281.06	374.77	69.00	1,774.50	609.60
Osceola	2,955.90	758.48	231.50	612.00	.....
Pasco	150.00	.....	69.60	.....	137.25
Polk	1,335.83	103.84	471.75	58.00	23.00
Putnam	727.97	8.10	52.50	.....	52.90
St. Johns	43.73	1.50	3.50	120.00	405.85
St. Lucie	374.02	51.38	394.90	.....	87.50
Santa Rosa	212.17	35.40	695.88	25.00	120.00
Sumter .....	.....	.....	.....	.....	.....
Suwannee	162.75	.....	145.70	12.00	240.00
Taylor	1,141.98	97.20	107.50	252.00	.....
Volusia	1,588.85	20.60	397.50	375.00	1,170.25
Wakulla .....	.....	.....	.....	.....	.....
Walton	725.09	24.12	.....	360.00	.....
Washington	449.91	.....	30.00	15.00	541.50

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART III.—Cost of Fuel, Free Books, etc.

1908-1909. Counties.	10 Fuel.	11 Free Books.	12 Transporta- tion of Pupils.	13 School Inci- dentals.
The State	\$4,118.97	\$4,760.01	\$32,598.24	\$32,425.96
Alachua	\$ 82.37	\$	\$ 154.25	\$ 3,123.79
Baker	22.75	.....	150.00	204.56
Bradford	137.08	140.20	1,147.90	434.01
Brevard	11.50	363.35	2,742.50	444.15
Calhoun .....	.....	42.55	.....	222.15
Citrus .....	.....	552.07	338.35	.....
Clay	51.25	.....	568.00	187.58
Columbia	104.65	.....	305.00	730.15
Dade	17.65	.....	1,549.00	2,187.96
DeSoto .....	.....	65.66	291.80	330.98
Duval	1,123.08	.....	8,660.42	2,080.35
Escambia	768.07	110.00	.....	1,090.33
Franklin	59.75	.....	.....	158.72
Gadsden .....	.....	45.00	.....	941.18
Hamilton .....	.....	14.00	3.65	1,061.44
Hernando .....	.....	545.78	160.40	196.21
Hillsboro	362.38	140.71	2,317.20	5,280.43
Holmes .....	.....	35.70	.....	99.74
Jackson .....	.....	.....	.....	1,316.63
Jefferson	22.50	.....	2,375.11	462.78
Lafayette	6.30	61.41	78.80	39.64
Lake	14.65	32.15	176.71	363.71
Lee	7.25	505.40	563.83	601.72
Leon	287.25	.....	249.45	511.31
Levy	5.00	.....	48.00	.....
Liberty .....	.....	.....	.....	238.12
Madison	35.25	.....	179.35	516.69
Manatee	31.50	173.16	.....	892.59
Marion	42.15	34.52	1,520.00	371.72
Monroe .....	.....	.....	.....	229.93
Nassau	78.40	.....	74.75	499.99
Orange	161.95	212.20	2,877.00	455.38
Osceola	9.00	1,261.59	434.90	506.87
Pasco	22.50	138.50	853.54	127.72
Polk .....	.....	187.43	.....	1,014.95
Putnam	49.60	52.50	1,009.70	276.55
St. Johns	300.75	24.78	379.00	286.04
St. Lucie	10.00	.....	1,254.38	104.91
Santa Rosa	53.75	.....	.....	1,106.68
Sumter .....	.....	.....	74.50	1,407.73
Suwannee .....	.....	.....	.....	691.51
Taylor	2.00	.....	1,613.25	59.80
Volusia	217.14	.....	447.50	1,203.57
Wakulla .....	.....	.....	.....	56.90
Walton	21.50	21.35	.....	61.40
Washington .....	.....	.....	.....	247.39

TABLE XIX.—Expenditures for "Administration" Itemized.
PART I.—Cost of Officials.

1908-1909. Counties.	Total.	¹ Salary of Su- perintend- ents.	² Traveling Expenses of Superin- tendents.
The State	\$214,573.82	\$ 55,617.68	\$ 2,273.75
Alachua	\$ 6,797.61	\$ 1,800.00	\$ 102.30
Baker	2,448.19	600.00	.....
Bradford	6,107.94	1,200.00	.....
Brevard	3,036.80	900.00	68.70
Calhoun	2,000.68	1,200.00	50.00
Citrus	2,601.98	1,025.00	13.40
Clay	2,561.77	1,095.00	10.00
Columbia	5,069.79	1,200.00	.....
Dade	7,563.25	1,500.00	150.40
DeSoto	4,591.72	1,375.00	20.00
Duval	17,274.27	2,400.00	237.00
Escambia	8,758.47	2,100.00	35.00
Franklin	1,536.02	600.00	.....
Gadsden	2,131.12	1,200.00	.....
Hamilton	1,781.72	900.00	.....
Hernando	2,564.92	1,215.40	25.00
Hillsboro	29,206.05	2,400.00	494.45
Holmes	2,117.50	900.00	22.20
Jackson	3,018.68	1,200.00	13.80
Jefferson	2,972.51	1,216.66	11.75
Lafayette	2,020.56	900.00	6.65
Lake	2,564.96	1,200.00	200.00
Lee	2,663.44	825.00	67.25
Leon	10,363.17	1,200.00	14.50
Levy	3,025.54	1,200.00	19.80
Liberty	1,452.42	600.00	33.85
Madison	3,031.71	1,200.00	.....
Manatee	4,257.32	1,200.00	28.00
Marion	4,408.43	1,521.80	12.79
Monroe	5,345.13	1,000.00	42.35
Nassau	3,049.17	1,100.00	.....
Orange	2,823.28	1,500.00	18.87
Osceola	3,379.43	900.00	.....
Pasco	3,269.24	950.00	13.80
Polk	6,574.79	1,827.15	99.79
Putnam	2,732.42	1,200.00	87.15
St. Johns	5,655.25	1,100.00	49.50
St. Lucie	2,501.02	900.00	90.10
Santa Rosa	3,879.92	1,216.67	.....
Sumter	2,107.42	900.00	.....
Suwannee	9,992.87	1,200.00	.....
Taylor	3,562.86	1,300.00	7.55
Volusia	4,364.19	1,650.00	179.05
Wakulla	1,309.40	600.00	8.00
Walton	3,140.31	1,200.00	25.00
Washington	2,958.54	1,200.00	15.85

TABLE XIX.—Expenditures for "Administration" Itemized.
PART I—(Continued)—Cost of Officials.

1908-1909. Counties.	3 Per Diem and Mileage of School Boards.	4 Incidental Expenses of Super- intendent and Board.	5 Commission Paid Treasurer.
The State	\$ 15,807.29	\$ 13,078.14	\$ 35,070.51
Alachua	\$ 374.60	\$ 151.55	\$ 1,763.47
Baker	286.40	15.00	378.65
Bradford	316.80	292.60	616.06
Brevard	470.40	52.89	366.39
Calhoun	290.80	83.30	294.18
Citrus	206.60	303.06	362.72
Clay	284.80	78.39	559.58
Columbia	250.40	83.69	653.53
Dade	889.60	1,075.47	2,127.90
DeSoto	393.80	207.89	992.35
Duval	440.00	1,499.44	2,759.83
Escambia	434.00	971.09	1,691.60
Franklin	217.20	234.34	284.92
Gadsden	238.00	99.95	521.17
Hamilton	318.25	43.18	330.91
Hernando	273.00	40.40	114.95
Hillsboro	657.80	2,004.00	3,484.72
Holmes	396.00	221.78	330.82
Jackson	303.00	64.10	728.10
Jefferson	190.40	137.24	503.83
Lafayette	330.20	30.24	371.30
Lake	239.00	82.69	482.38
Lee	162.40	112.09	413.31
Leon	200.20	125.47	753.99
Levy	330.00	194.70	559.35
Liberty	375.40	44.00	276.98
Madison	382.25	145.35	562.74
Manatee	221.20	48.71	934.06
Marion	493.95	.....	1,248.46
Monroe	200.00	445.42	1,429.43
Nassau	433.20	83.45	441.44
Orange	253.20	100.62	843.84
Osceola	332.00	288.58	800.84
Pasco	276.70	1,035.25	377.72
Polk	332.80	352.80	1,093.73
Putnam	371.20	41.05	477.40
St. Johns	346.00	367.62	499.04
St. Lucie	417.90	15.67	303.55
Santa Rosa	279.60	873.72	529.24
Sumter	178.80	252.60	465.54
Suwannee	373.85	242.23	506.62
Taylor	529.70	115.74	528.52
Volusia	652.99	186.19	1,116.81
Wakulla	264.60	37.00	187.04
Walton	307.40	73.22	539.43
Washington	290.80	124.37	462.37

TABLE XIX.—Expenditures for "Administration" Itemized.
PART II.—Other Expenditures.

1908-1909. Counties.	6 Interest on Debts and Loans.	7 Institutes and Summer Schools.	8 Undistributed Books, Etc.	9 Printing.
The State	\$48,545.26	\$ 2,272.18	\$ 8,821.81	\$ 3,742.56
Alachua	\$ 338.48	\$	\$ 382.00	\$ 98.81
Baker	657.24	50.00	316.90	91.50
Bradford	1,146.29	400.00	820.00	276.85
Brevard	545.04	80.00	36.75	62.80
Calhoun	7.60	.....	.....	41.00
Citrus	326.24	.....	.....	145.26
Clay	182.23	116.40	62.26	69.90
Columbia	1,919.00	.....	724.81	50.00
Dade	1,575.14	.....	50.00	99.33
Duval	7,712.66	.....	462.63	235.00
DeSoto	560.58	375.00	.....	221.59
Escambia	3,109.68	.....	298.00	30.00
Franklin	112.06	.....	.....	31.50
Gadsden .....	.....	.....	.....	24.00
Hamilton	53.30	.....	.....	86.68
Hernando	108.06	67.37	178.00	105.35
Hillsboro ..	15,851.76	250.00	3,631.93	119.00
Holmes	7.28	.....	.....	16.50
Jackson	392.58	.....	.....	41.00
Jefferson .....	.....	.....	.....	45.75
Lafayette	220.00	.....	52.62	66.50
Lake	177.43	66.28	.....	58.18
Lee .....	.....	180.00	271.40	74.20
Leon	279.83	.....	430.80	74.25
Levy	262.45	.....	50.00	24.00
Liberty	78.99	.....	.....	35.00
Madison	64.36	.....	478.26	52.75
Manatee	1,687.98	.....	15.97	43.40
Marion	450.98	405.00	.....	137.50
Monroe	2,157.93	.....	22.00	48.00
Nassau	710.38	.....	115.00	61.80
Orange	4.95	.....	.....	16.00
Osceola	946.56	.....	.....	82.95
Pasco	271.99	.....	29.00	16.50
Polk	2,260.36	.....	27.22	143.00
Putnam	138.09	60.00	.....	58.50
St. Johns	65.42	.....	.....	.....
St. Lucie	453.91	.....	.....	215.17
Santa Rosa	401.29	18.95	.....	49.00
Sumter	233.58	.....	.....	34.00
Suwannee	2,192.70	.....	.....	105.00
Taylor	764.20	.....	180.00	97.95
Volusia .....	.....	191.62	.....	164.53
Wakulla	46.66	.....	100.00	24.00
Walton	70.00	11.56	.....	46.56
Washington .....	.....	.....	86.26	122.00

TABLE XIX.—Expenditures for "Administration" Itemized.
PART II.—(Continued)—Other Expenditures.

1908-1909. Counties.	10 Expenses of Examina- tions.	11 Tuition of County Line Pupils.	12 All Other Purposes.
The State	\$ 3,089.61	\$ 1,524.37	\$24,730.66
Alachua	\$ 155.00	\$ 207.54	\$ 1,423.86
Baker	52.50		
Bradford	92.85		946.49
Brevard	78.50	150.00	225.33
Calhoun	33.80		
Citrus	42.35	26.00	151.35
Clay	27.75	13.00	62.46
Columbia	50.15		138.21
Dade	95.41		
DeSoto	12.30	116.00	317.21
Duval	167.40	477.50	882.81
Escambia	89.10		
Franklin	56.00		
Gadsden	48.00		
Hamilton	49.40		
Hernando	21.00		416.39
Hillsboro	126.50		185.89
Holmes	82.40	2.60	137.92
Jackson	116.10	160.00	
Jefferson	85.55		781.33
Lafayette	23.90		19.25
Lake	59.00		
Lee	20.25		536.94
Leon	208.65		7,075.48
Levy	26.85		358.39
Liberty	9.10		
Madison	46.00	100.00	
Manatee	73.00		5.00
Marion	87.95	50.00	
Monroe			
Nassau	103.90		
Orange	85.80		
Osceola	9.00		19.50
Pasco	124.60		173.68
Polk	84.40		353.54
Putnam	77.30	221.73	
St. Johns	45.50		3,182.21
St. Lucie	28.60		76.12
Santa Rosa	68.15		443.30
Sumter	21.90		21.00
Suwannee	102.25		5,270.22
Taylor	39.20		
Volusia	73.00		150.00
Wakulla	22.10		20.00
Walton	87.15		779.99
Washington	80.00		576.79

TABLE XX.—Showing Financial Condition of County Boards
July 1, 1909.

1908-1909. Counties.	Total Indebted- ness.	Net Indebted- ness.	Net Cash on Hand.
The State	\$526,791.99	\$390,663.64	\$137,220.44
Alachua	3,981.68	.....	\$ 2,248.88
Baker	3,973.26	2,564.65	.....
Bradford	7,928.00	7,097.00	.....
Brevard	6,519.03	6,472.52	.....
Calhoun	1,432.23	.....	2,765.44
Citrus	125.10	.....	4,969.75
Clay	1,683.76	.....	3,867.26
Columbia	25,605.80	21,896.05	.....
Dade	11,300.96	6,276.06	.....
DeSoto	1,594.06	.....	7,423.11
Duval	90,050.08	90,046.51	.....
Escambia	35,176.19	34,586.36	.....
Franklin	1,240.46	1,037.80	.....
Gadsden	265.06	.....	16,943.12
Hamilton	4,776.45	1,845.51	.....
Hernando	1,200.50	.....	2,657.60
Hillsboro	94,563.25	62,907.23	.....
Holmes	596.58	.....	3,570.22
Jackson	639.60	.....	3,034.37
Jefferson	278.03	.....	3,818.84
Lafayette	3,565.50	.....	6,112.34
Lake	138.18	.....	5,631.75
Lee	270.00	.....	7,078.08
Leon	8,420.44	.....	515.37
Levy	1,420.26	.....	1,547.12
Liberty	1,526.59	.....	941.43
Madison	7.50	.....	7,430.40
Manatee	17,862.70	14,974.42	.....
Marion	14,762.68	9,406.57	.....
Monroe	17,062.12	16,146.18	.....
Nassau	6,988.45	6,880.41	.....
Orange	152.68	.....	12,858.10
Osceola	16,174.98	15,399.76	.....
Pasco	239.87	.....	3,041.00
Polk	42,049.19	20,879.72	.....
Putnam	1,046.96	.....	2,902.36
St. Johns	14,309.13	9,402.02	.....
St. Lucie	6,085.87	5,582.49	.....
Santa Rosa	15,019.26	14,936.78	.....
Sumter	3,653.86	.....	3,430.57
Suwannee	32,520.42	22,045.42	.....
Taylor	20,559.95	13,357.78	.....
Volusia	1,828.54	.....	22,099.82
Wakulla .....	.....	.....	1,811.42
Walton	7,664.30	6,922.40	.....
Washington	532.48	.....	10,521.59

TABLE XXI.—Balance Sheet or Summary of Financial Statements of County Boards.

PART I.—*Debits—The Sum of These Three Columns Equals the Sum of the Three Columns in Part II.

1908-1909. Counties.	Total Receipts, Except Borrowed Money.	Borrowed Money.	Warrants of 1909 Not Paid July 1.
The State	\$1,935,035.69	\$ 300,685.70	\$ 377,774.65
Alachua	\$ 79,065.59	\$	\$ 3,981.68
Baker	11,374.69	6,000.00	.....
Bradford	29,679.93	17,713.04	7,928.00
Brevard	18,268.85	.....	6,519.03
Calhoun	13,748.10	2,249.58	1,432.23
Citrus	20,311.32	5,250.00	125.10
Clay	22,999.51	.....	1,683.76
Columbia	33,021.87	17,845.00	15,549.69
Dade	100,514.03	.....	11,203.54
DeSoto	58,652.71	13,800.00	988.41
Duval	146,871.11	.....	28,662.32
Escambia	86,562.32	39,193.33	18,976.19
Franklin	9,080.79	4,950.00	1,240.46
Gadsden	41,076.51	.....	265.06
Hamilton	20,237.08	3,840.00	3,037.70
Hernando	20,195.08	.....	1,200.50
Hillsboro	232,268.27	134,300.00	75,920.50
Holmes	19,437.66	.....	596.58
Jackson	41,868.83	.....	639.60
Jefferson	27,803.66	.....	278.03
Lafayette	28,246.26	.....	1,305.50
Lake	33,073.91	.....	138.18
Lee	28,473.95	.....	270.00
Leon	41,791.64	4,600.00	7,190.44
Levy	31,815.89	.....	452.88
Liberty	12,894.07	4,381.81	1,526.59
Madison	33,388.92	.....	7.50
Manatee	35,376.62	.....	17,477.20
Marion	64,118.14	7,420.00	7,762.68
Monroe	27,117.40	9,183.94	7,508.62
Nassau	24,920.71	.....	6,988.45
Orange	65,034.39	.....	152.68
Osceola	29,027.03	12,000.00	16,174.98
Pasco	26,381.25	.....	189.87
Polk	67,503.22	.....	39,799.01
Putnam	30,531.32	.....	1,046.96
St. Johns	35,330.90	8,000.00	14,309.13
St. Lucie	15,310.32	459.00	6,085.87
Santa Rosa	25,647.62	.....	11,843.39
Sumter	30,996.52	.....	3,653.86
Suwannee	31,973.05	.....	31,556.34
Taylor	23,677.58	7,000.00	13,460.30
Volusia	84,706.61	.....	1,826.54
Wakulla	9,603.12	1,000.00	.....
Walton	27,007.43	1,500.00	6,286.82
Washington	38,049.91	.....	532.48

*Total debits, or sum of the three columns, \$2,613,496.04.

TABLE XXI.—Balance Sheet, or Summary of Financial Statements of County Boards.

PART II.—*Credits—The Sum of These Three Columns Equals the Sum of the Three Columns in Part I.

1908-1909. Counties.	Total Expendi- tures, Except Payment of Debts.	Loans, Old Debts and Warrants Paid.	Cash on Hand.
The State	\$1,714,938.39	\$ 624,208.62	\$ 274,349.03
Alachua	\$ 62,960.54	\$ 13,856.17	\$ 6,230.56
Baker	12,966.08	3,000.00	1,408.61
Bradford	36,776.93	17,713.04	831.00
Brevard	21,698.32	3,043.05	46.51
Calhoun	13,192.22	40.02	4,197.67
Citrus	15,341.57	5,250.00	5,094.85
Clay	17,664.03	1,468.22	5,551.02
Columbia	28,658.60	34,048.21	3,709.75
Dade	97,862.40	8,830.27	5,024.90
DeSoto	48,977.19	15,446.76	9,017.17
Duval	138,182.85	37,347.01	3.57
Escambia	79,068.65	65,073.36	589.83
Franklin	10,118.45	4,950.00	202.80
Gadsden	24,090.54	42.85	17,208.18
Hamilton	18,647.04	5,536.80	2,930.94
Hernando	16,526.11	1,011.37	3,858.10
Hillsboro	191,628.77	219,203.98	31,656.02
Holmes	15,566.00	301.44	4,166.80
Jackson	38,276.63	635.29	3,673.97
Jefferson	22,487.25	1,420.11	4,096.87
Lafayette	16,441.21	3,432.71	9,677.84
Lake	25,703.62	1,678.54	5,769.93
Lee	18,977.21	2,418.66	7,348.08
Leon	38,474.25	6,172.02	8,935.81
Levy	25,744.64	3,556.75	2,967.38
Liberty	11,524.55	4,809.90	2,468.02
Madison	25,952.52	6.00	7,437.90
Manatee	33,832.94	16,132.60	2,888.28
Marion	61,203.61	12,741.00	5,356.21
Monroe	17,016.87	25,877.15	915.94
Nassau	20,105.22	11,695.90	108.04
Orange	51,571.73	604.56	13,010.78
Osceola	42,556.62	13,870.17	775.22
Pasco	20,517.16	2,773.09	3,280.87
Polk	63,777.43	22,355.33	21,169.47
Putnam	26,682.25	946.21	3,949.82
St. Johns	43,875.84	8,857.08	4,907.11
St. Lucie	15,705.20	5,646.61	503.38
Santa Rosa	29,671.72	7,736.81	82.48
Sumter	18,397.58	9,168.37	7,084.43
Suwannee	38,754.49	14,299.90	10,475.00
Taylor	35,977.63	958.08	7,202.17
Volusia	60,129.83	1,474.96	24,928.36
Wakulla	7,291.70	1,500.00	1,811.42
Walton	27,371.48	6,680.87	741.90
Washington	26,930.92	597.40	11,054.07

*Total credits, or sum of the three columns, \$2,613,496.04.

TABLE XXII.—Total Cost of White Schools.

1908-1909. Counties.	Total.	Expended on Schools Proper.	Expended On Adminis- tration, Prorated on Enroll- ment.
The State	\$1,469,436.94	\$1,326,413.47	\$ 143,023.47
Alachua	\$ 51,990.47	\$ 48,712.25	\$ 3,278.22
Baker	11,727.88	9,709.89	2,017.99
Bradford	32,153.07	27,458.99	4,694.08
Brevard	19,021.56	16,949.08	2,072.48
Calhoun	12,018.56	10,491.54	1,527.02
Citrus	14,285.75	12,339.59	1,946.16
Clay	14,527.79	12,584.69	1,943.10
Columbia	21,717.61	19,308.34	2,409.27
Dade	91,738.74	86,363.84	5,374.90
DeSoto	47,719.71	43,460.47	4,259.24
Duval	107,143.87	97,415.00	9,728.87
Escambia	62,274.80	56,335.62	5,939.18
Franklin	7,781.36	6,893.68	887.68
Gadsden	19,603.09	18,836.30	766.79
Hamilton	16,827.62	15,660.32	1,167.30
Hernando	14,556.90	12,877.24	1,679.66
Hillsboro	177,305.89	153,199.17	24,106.72
Holmes	15,049.59	13,061.00	1,988.59
Jackson	30,463.61	28,928.86	1,534.75
Jefferson	17,016.59	16,361.74	654.85
Lafayette	15,595.33	13,791.90	1,803.43
Lake	21,600.97	19,893.66	1,707.31
Lee	18,310.07	15,850.29	2,459.78
Leon	22,480.18	20,110.69	2,369.49
Levy	21,955.74	20,026.51	1,929.23
Liberty	9,657.00	8,670.13	986.87
Madison	21,609.21	20,290.69	1,318.52
Manatee	32,380.41	28,700.62	3,679.79
Marion	45,939.49	44,241.32	1,698.17
Monroe	12,117.51	8,524.70	3,592.81
Nassau	13,589.96	11,988.36	1,601.60
Orange	46,964.77	45,150.95	1,813.82
Osceola	41,482.09	38,580.19	2,901.90
Pasco	19,601.38	16,782.92	2,818.46
Polk	55,965.17	50,692.62	5,272.55
Putnam	21,063.39	19,504.33	1,559.06
St. Johns	38,610.72	34,793.25	3,817.47
St. Lucie	13,591.53	11,475.29	2,116.24
Santa Rosa	27,411.95	24,275.80	3,136.15
Sumter	15,468.98	14,157.41	1,311.57
Suwannee	29,415.41	23,583.87	5,831.54
Taylor	34,844.48	31,709.77	3,134.71
Volusia	52,014.72	49,231.18	2,783.54
Wakulla	5,368.94	4,673.51	695.43
Walton	25,253.17	22,641.17	2,612.00
Washington	22,219.91	20,124.73	2,095.18

TABLE XXIII.—Total Cost of Negro Schools.

1908-1909. Counties.	Total.	Expended on Schools Proper.	Expended on Adminis- tration, Prorated on Enroll- ment.
The State	\$ 245,501.44	\$ 173,951.10	\$ 71,550.34
Alachua	10,970.07	7,450.68	3,519.39
Baker	1,238.20	808.00	430.20
Bradford	4,623.86	3,210.00	1,413.86
Brevard	2,676.76	1,712.44	964.32
Calhoun	1,173.66	700.00	473.66
Citrus	1,055.82	400.00	655.82
Clay	3,136.24	2,517.57	618.67
Columbia	6,940.99	4,280.47	2,660.52
Dade	6,123.66	3,935.31	2,188.35
DeSoto	1,257.48	925.00	332.48
Duval	31,038.98	23,493.08	7,545.40
Escambia	16,793.85	13,974.56	2,819.29
Franklin	2,537.09	1,688.75	848.34
Gadsden	4,487.44	3,123.12	1,364.32
Hamilton	1,819.42	1,205.00	614.42
Hernando	1,969.21	1,083.95	885.26
Hillsboro	14,322.88	9,223.55	5,099.33
Holmes	516.41	387.50	128.91
Jackson	7,813.02	6,329.09	1,483.93
Jefferson	5,470.66	3,153.00	2,317.66
Lafayette	845.88	628.75	217.13
Lake	4,162.65	3,305.00	857.65
Lee	667.14	463.48	203.66
Leon	15,994.07	8,000.39	7,993.68
Levy	3,788.90	2,672.59	1,096.31
Liberty	1,867.55	1,402.00	465.55
Madison	4,343.31	2,630.12	1,713.19
Manatee	1,452.53	875.00	577.53
Marion	15,264.12	12,553.86	2,710.26
Monroe	4,899.36	3,147.04	1,752.32
Nassau	6,515.26	5,067.69	1,447.57
Orange	4,606.96	3,597.50	1,009.46
Osceola	1,074.53	597.00	477.53
Pasco	915.78	465.00	450.78
Polk	7,812.26	6,510.02	1,302.24
Putnam	5,618.86	4,445.50	1,173.36
St. Johns	5,265.12	3,427.30	1,837.82
St. Lucie	2,113.67	1,728.89	384.78
Santa Rosa	2,259.77	1,516.00	743.77
Sumter	2,928.60	2,132.75	795.85
Suwannee	9,339.08	5,177.75	4,161.33
Taylor	1,133.15	705.00	428.15
Volusia	8,115.11	6,534.46	1,580.65
Wakulla	1,922.76	1,308.79	613.97
Walton	2,118.31	1,590.00	528.31
Washington	4,711.01	3,847.65	863.36

TABLE XXIV.—Per Capita Cost of Schools. (a) Of Total Population. (b) Of Youth of School Age. (c) Of Pupils Enrolled.

1908-1909. Counties.	Per Capita of Total Population.	Per Youth School Age.			Per Pupil Enrolled.		
		Both Races.	White.	Negro.	Both Races.	White.	Negro.
The State	\$ 2.51	\$ 7.10	\$10.74	\$ 2.34	\$12.08	\$16.62	\$ 4.59
Alachua	\$ 1.67	\$ 4.59	\$ 9.54	\$ 1.33	\$ 9.01	\$15.42	\$ 3.03
Baker	3.01	7.83	8.50	4.47	11.01	12.08	5.38
Bradford	2.56	6.79	8.39	2.92	11.30	12.86	6.14
Brevard	4.50	13.77	16.92	5.92	23.36	30.00	9.07
Calhoun	2.05	6.05	7.17	2.32	9.32	11.13	3.50
Citrus	1.83	6.17	12.05	.81	13.96	17.38	3.81
Clay	2.90	8.25	10.56	4.09	15.40	16.70	11.32
Columbia	1.30	3.27	5.83	1.38	6.64	10.58	3.06
Dade	7.31	28.42	40.04	5.32	38.21	50.41	8.26
DeSoto	3.54	9.84	10.69	2.45	15.62	16.41	5.54
Duval	2.60	8.35	15.31	3.25	15.64	21.53	8.04
Escambia	2.20	6.55	9.41	3.07	13.17	15.30	8.69
Franklin	1.97	5.92	7.97	3.19	11.77	15.66	6.44
Gadsden	1.31	3.51	8.96	.96	4.78	10.82	1.39
Hamilton	1.69	4.41	7.00	1.00	7.85	10.81	2.22
Hernando	3.69	10.72	20.05	2.42	18.89	25.40	6.52
Hillsboro	3.36	10.47	12.13	3.89	19.24	21.57	8.24
Holmes	1.55	4.09	4.65	.90	5.76	5.95	3.15
Jackson	1.29	3.17	5.32	1.23	4.84	7.58	2.01
Jefferson	1.54	3.95	14.15	1.22	5.64	19.36	1.76
Lafayette	2.50	6.84	7.80	2.09	9.82	10.43	4.70
Lake	3.09	9.32	12.58	3.98	13.38	16.85	6.46
Lee	4.32	13.73	14.33	6.41	18.85	19.69	8.66
Leon	1.84	4.94	15.39	2.53	7.64	19.53	4.12
Levy	2.50	6.76	10.07	2.33	12.12	16.20	4.91
Liberty	3.66	9.60	15.38	3.26	13.94	19.59	5.59
Madison	1.45	3.83	7.79	1.08	5.12	9.80	1.52
Manatee	3.57	9.51	11.32	2.09	18.14	20.09	5.74
Marion	2.06	5.72	12.54	2.17	10.50	20.46	4.26
Monroe .....	.73	1.81	1.89	1.62	8.77	9.29	7.70
Nassau	1.64	4.35	5.96	2.79	10.36	13.34	7.07
Orange	3.42	10.42	15.79	2.33	15.42	21.85	3.94
Osceola	10.59	28.22	30.61	7.02	42.05	47.74	7.51
Pasco	3.03	9.03	12.11	1.40	14.00	15.52	4.53
Polk	3.22	8.80	10.86	3.72	12.59	13.78	7.79
Putnam	2.15	6.38	8.63	3.22	10.58	14.64	5.19
St. Johns	3.59	10.61	14.58	3.54	23.92	31.19	8.83
St. Lucie	4.68	16.55	16.93	14.48	20.13	20.59	17.61
Santa Rosa	2.27	6.40	7.87	1.96	9.62	11.00	3.82
Sumter	2.99	8.00	10.79	3.38	11.43	15.44	4.82
Suwannee	1.94	5.04	7.11	2.62	8.47	11.02	4.90
Taylor	5.81	17.04	21.02	2.50	25.74	28.32	6.74
Volusia	4.48	13.44	20.49	4.19	20.41	27.63	7.61
Wakulla	1.26	3.60	5.33	1.89	5.67	7.86	3.19
Walton	2.01	5.72	6.94	1.85	8.05	8.93	3.70
Washington	2.04	5.68	6.43	3.67	7.06	8.23	4.23

TABLE XXV.—Cost of Schools and County Superintendents. (a) Per Capita Cost of Pupils in Daily Attendance. (b) Cost of County Superintendent. Percentage of Cost of All Teachers. (c) Visits to Schools by County Superintendent.

1908-1909. Counties.	Cost of Schools per Pup- il in Daily Attendance			Per Ct. His Cost Is of All Teachers	County Superintendent. Visits to Schools 1 Hour or More in Length.		
	Both Races.	White	Negro		Both Races.	White	Negro.
The State	\$16.85	\$23.74	\$ 6.16	.051	2,196	1,815	381
Alachua	\$12.32	\$21.84	\$ 4.01	.039	31	31	.....
Baker	14.06	15.83	6.84	.078	37	35	2
Bradford	18.03	20.41	9.94	.050	54	42	12
Brevard	30.86	40.56	11.44	.075	28	20	8
Calhoun	13.74	16.02	5.59	.122	11	11	.....
Citrus	18.07	22.93	4.67	.092	52	47	5
Clay	21.86	25.22	13.52	.084	.....	.....	.....
Columbia	9.46	14.83	4.44	.057	45	27	18
Dade	50.65	70.35	9.75	.041	54	46	8
DeSoto	21.26	22.34	7.49	.039	58	57	1
Duval	20.33	28.50	10.22	.032	71	42	29
Escambia	17.80	21.87	10.54	.039	140	109	31
Franklin	16.40	21.15	9.39	.075	12	8	4
Gadsden	6.88	14.92	2.05	.062	98	68	30
Hamilton	11.57	16.10	3.21	.064	36	36	.....
Hernando	25.94	36.39	8.31	.110	34	34	.....
Hillsboro	25.16	28.63	10.07	.020	58	52	6
Holmes	9.12	9.49	4.27	.071	40	40	.....
Jackson	7.42	12.00	2.98	.045	113	79	34
Jefferson	7.38	27.36	2.26	.077	64	27	37
Lafayette	16.67	18.57	5.79	.071	63	62	1
Lake	19.04	24.03	9.17	.057	24	24	.....
Lee	26.18	27.78	10.11	.064	40	39	1
Leon	9.36	29.20	4.79	.055	61	46	15
Levy	17.77	24.48	6.86	.064	56	43	13
Liberty	18.77	26.03	7.69	.084	26	19	7
Madison	7.46	16.78	1.99	.063	98	96	2
Manatee	24.25	27.10	7.26	.050	33	33	.....
Marion	14.99	27.66	6.30	.035	38	35	7
Monroe	13.90	14.44	12.73	.099	10	7	3
Nassau	14.59	19.06	9.80	.077	28	26	2
Orange	19.81	28.24	4.90	.047	56	45	11
Osceola	53.26	61.27	8.81	.080	18	17	1
Pasco	20.48	22.85	6.36	.068	27	27	.....
Polk	17.56	19.42	10.40	.038	58	52	6
Putnam	11.55	15.65	5.82	.057	62	38	24
St. Johns	34.22	46.69	11.57	.068	40	34	6
St. Lucie	25.13	25.69	22.02	.097	17	16	1
Santa Rosa	14.16	16.15	5.66	.058	75	75	.....
Sumter	16.47	21.79	7.20	.066	.....	.....	.....
Suwannee	13.01	17.04	7.46	.052	25	18	7
Taylor	43.40	50.13	8.46	.111	23	23	.....
Volusia	26.80	37.23	9.58	.041	82	70	12
Wakulla	8.98	12.15	5.20	.109	44	32	12
Walton	12.10	13.66	5.13	.054	68	58	19
Washington	10.37	12.46	5.79	.063	88	73	15

TABLE XXVI.—Number and Kind of Public School Buildings, and Number of Rooms.

1908-1909. Counties.	Whole Number.	Public School Buildings.									Number of Rooms.		
		Log.			Frame.			Brick.			Total.	White.	Negro.
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.			
The State	2,453	32	28	4	2,376	1,725	651	45	43	2	3,986	3,033	953
Alachua	112	..	..	..	107	64	43	5	5	..	204	123	81
Baker	34	..	..	..	34	30	4	..	..	..	44	38	6
Bradford	34	..	..	..	34	22	12	..	..	..	83	68	15
Brevard	28	..	..	..	27	18	9	1	1	..	42	31	11
Calhoun	40	2	2	..	38	30	8	..	..	..	49	41	8
Citrus	26	..	..	..	26	21	5	..	..	..	42	37	5
Clay	28	..	..	..	28	28	..	..	..	..	41	41	..
Columbia	83	..	..	..	82	51	31	1	1	..	110	73	37
Dade	48	..	..	..	44	29	15	4	4	..	110	86	24
DeSoto	57	..	..	..	56	53	3	1	1	..	101	98	3
Duval	58	..	..	..	54	28	26	4	2	2	225	150	75
Escambia	71	1	1	..	70	48	22	..	..	..	150	109	41
Franklin	10	..	..	..	6	4	2	..	..	..	21	14	7
Gadsden	65	..	..	..	64	29	35	1	1	..	87	49	38
Hamilton	62	..	..	..	61	45	16	1	1	..	86	70	16
Hernando	16	..	..	..	16	16	..	..	..	..	23	23	..
Hillsboro	105	..	..	..	96	77	19	9	9	..	261	223	38
Holmes	54	..	..	..	54	49	5	..	..	..	65	60	5
Jackson	121	4	3	1	115	72	43	2	2	..	171	114	57
Jefferson	56	..	..	..	55	18	37	1	1	..	78	37	41
Lafayette	50	7	7	..	42	39	3	1	1	..	57	54	3
Lake	57	..	..	..	56	41	15	1	1	..	78	59	19
Lee	26	..	..	..	26	25	1	..	..	..	35	33	2
Leon	77	..	..	..	76	35	41	1	1	..	100	51	49
Levy	56	..	..	..	56	43	13	..	..	..	72	57	15
Liberty	15	1	1	..	14	12	2	..	..	..	24	20	4
Madison	59	..	..	..	58	53	5	1	1	..	80	72	8
Manatee	42	..	..	..	41	38	3	1	1	..	77	73	4
Marion	105	..	..	..	104	62	42	1	1	..	165	98	67
Monroe	11	..	..	..	11	9	2	..	..	..	30	22	8
Nassau	61	..	..	..	60	43	17	1	1	..	77	54	23
Orange	51	..	..	..	49	34	15	2	2	..	105	76	29
Osceola	24	..	..	..	23	21	2	1	1	..	42	39	3
Pasco	31	..	..	..	31	31	..	..	..	..	48	48	..
Polk	78	..	..	..	77	65	12	1	1	..	143	120	23
Putnam	54	..	..	..	54	31	23	..	..	..	86	55	31
St. Johns	30	..	..	..	30	23	7	1	1	..	60	45	15
St. Lucie	21	..	..	..	21	18	3	..	..	..	31	28	3
Santa Rosa ..	91	1	..	1	90	81	9	..	..	..	114	102	12
Sumter	31	..	..	..	30	22	8	1	1	..	58	46	12
Suwannee	92	..	..	..	92	63	29	..	..	..	114	80	34
Taylor	33	..	..	..	32	31	1	1	1	..	44	42	2
Volusia	52	..	..	..	52	35	17	..	..	..	108	80	28
Wakulla	34	..	..	..	34	22	12	..	..	..	38	26	12
Walton	73	9	8	1	64	53	11	..	..	..	103	90	13
Washington ..	94	7	6	1	86	63	23	1	1	..	104	78	26

TABLE XXVII.—Patent Desks and Blackboards in the Schools.

1908-1909. Counties.	Patent Desks in Use.							Good Blackboards (Square Yards)		
	Whole Number.	Single.			Double.			Total.	White.	Negro.
		Total.	White.	Negro.	Total.	White.	Negro.			
The State.	63191	27695	26025	1671	35495	28900	6595	40936	33258	7678
Alachua ..	3106	785	726	59	2321	1602	719	2099	1468	631
Baker ...	425	.....	.....	.....	425	364	61	134	118	16
Bradford ..	663	.....	.....	.....	663	663	.....	698	622	76
Brevard ..	884	712	664	48	172	90	82	571	518	53
Calhoun ..	651	651	651	.....	.....	.....	.....	538	500	38
Citrus ...	551	10	10	.....	541	479	62	361	338	23
Clay	676	25	25	.....	651	651	.....	368	368	.....
Columbia ..	1257	300	300	.....	957	957	.....	1079	828	251
Dade	2333	2227	1962	265	106	24	82	887	742	145
DeSoto ..	2101	540	540	.....	1561	1521	40	1029	989	40
Duval ...	6921	4008	3877	131	2913	1258	1655	4771	3100	1671
Escambia ..	3119	822	794	28	2297	1735	562	2043	1577	466
Franklin ..	382	200	189	11	182	144	38	270	205	65
Gadsden ..	377	248	248	.....	129	129	.....	467	327	140
Hamilton ..	920	.....	.....	.....	920	920	.....	621	556	65
Hernando ..	414	63	63	.....	351	351	.....	244	244	.....
Hillsboro ..	6688	3906	3883	23	2782	2422	360	3473	3224	249
Holmes ...	323	85	85	.....	238	238	.....	496	441	55
Jackson ...	678	523	523	.....	155	155	.....	1105	914	191
Jefferson ..	555	115	115	.....	440	440	.....	611	330	281
Lafayette ..	522	15	15	.....	507	507	.....	255	243	12
Lake	745	107	107	.....	638	557	81	831	760	71
Lee	699	532	532	.....	167	167	.....	272	264	8
Leon	1160	501	450	51	659	383	276	1150	772	378
Levy	295	138	138	.....	157	157	.....	559	559	.....
Liberty ...	324	242	190	52	82	82	.....	134	131	3
Madison ..	1429	291	291	.....	1138	929	209	1690	1635	55
Manatee ...	1367	359	359	.....	1008	986	22	940	923	17
Marion ...	2834	947	743	204	1887	1183	704	2214	1586	628
Monroe ...	703	.....	.....	.....	703	528	175	351	301	50
Nassau ...	833	7	4	3	826	582	244	526	378	148
Orange ...	1949	1239	1172	67	710	462	248	945	689	256
Osceola ...	600	455	455	.....	145	145	.....	309	287	22
Pasco	869	150	150	.....	718	718	.....	300	300	.....
Polk	2709	1863	1856	7	846	821	25	1292	1224	68
Putnam ...	1336	1139	871	268	197	165	32	1397	1036	361
St. Johns..	1048	997	997	.....	51	51	.....	622	622	.....
St. Lucie..	742	607	580	27	135	110	25	468	426	42
San' Rosa ..	1645	.....	.....	.....	1645	1645	.....	712	635	77
Sumter ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Suwan'ee ..	1824	156	82	74	1668	1658	10	1050	695	355
Taylor ...	1020	463	463	.....	557	497	60	222	207	15
Volusia ...	2635	1793	1440	353	842	492	350	1585	1130	455
Wakulla ...	738	245	245	.....	493	233	260	259	176	83
Walton ...	705	33	33	.....	672	672	.....	433	397	36
Wash'ton ..	1437	197	197	.....	1240	1027	213	555	473	82

TABLE XXVIII.—Value of Public School Property.
PART I.—Real Estate Not Owned by County Boards.

1908-1909. Counties.	Total.	Value of Lots.			Value of Buildings		
		Total.	White.	Negro.	Total.	White.	Negro.
The State.....	\$208,892	\$78,392.00	\$19,043	\$59,349	\$130,500	\$97,440	\$33,060
Alachua	\$ 635	\$ 35.00	\$ 35	\$.....	\$ 600	\$ 600	\$.....
Baker .....	.....	.....	.....	.....	.....	.....	.....
Bradford .....	.....	.....	.....	.....	.....	.....	.....
Brevard .....	.....	.....	.....	.....	.....	.....	.....
Calhoun	825	100.00	40	60	725	475	250
Citrus .....	.....	.....	.....	.....	.....	.....	.....
Clay	555	80.00	80	.....	475	475	.....
Columbia	590	70.00	.....	70	520	.....	520
Dade	1,300	225.00	.....	225	1,075	.....	1,075
DeSoto	820	70.00	20	50	750	150	600
Duval	68,500	565.00	1,500	55,000	12,000	500	11,500
Escambia	4,315	815.00	110	705	3,500	600	2,900
Franklin	11,843	2,268.00	1,502	766	9,575	6,725	2,850
Gadsden	8,140	300.00	155	145	7,840	6,360	1,480
Hamilton .....	.....	.....	.....	.....	.....	.....	.....
Hernando .....	.....	.....	.....	.....	.....	.....	.....
Hillsboro	27,300	1,100.00	700	400	26,200	25,300	900
Holmes	2,154	269.00	233	36	1,885	1,725	160
Jackson	3,035	265.00	170	95	2,770	2,205	565
Jefferson	7,020	1,020.00	1,020	.....	6,000	6,000	.....
Lafayette	1,970	90.00	70	20	1,880	1,680	200
Lake	6,280	580.00	520	60	5,700	5,300	400
Lee	1,170	370.00	370	.....	800	800	.....
Leon	2,265	65.00	20	45	2,200	600	1,600
Levy	465	40.00	40	.....	425	425	.....
Liberty .....	.....	.....	.....	.....	.....	.....	.....
Madison .....	.....	.....	.....	.....	.....	.....	.....
Manatee .....	.....	.....	.....	.....	.....	.....	.....
Marion .....	.....	.....	.....	.....	.....	.....	.....
Monroe	1,400	600.00	.....	600	800	.....	800
Nassau	430	40.00	10	30	390	50	340
Orange	825	60.00	40	20	765	265	500
Osceola	330	30.00	20	10	300	250	50
Pasco .....	.....	.....	.....	.....	.....	.....	.....
Polk	1,595	280.00	280	.....	1,315	1,315	.....
Putnam	8,970	570.00	265	305	8,400	6,950	1,450
St. Johns	110	10.00	10	.....	100	100	.....
St. Lucie	100	.....	.....	.....	100	100	.....
Santa Rosa	4,860	610.00	260	350	4,250	2,450	1,800
Sumter .....	.....	.....	.....	.....	.....	.....	.....
Suwannee	720	95.00	20	75	625	100	525
Taylor .....	.....	.....	.....	.....	.....	.....	.....
Volusia	17,000	8,500.10	8,500	.....	8,500	8,500	.....
Wakulla .....	.....	.....	.....	.....	.....	.....	.....
Walton	10,960	785.00	588	197	10,175	8,015	2,160
Washington	12,410	2,550.00	2,465	85	9,860	9,425	435

TABLE XXVIII.—Value of School (Public) Property.
PART II.—Real Estates Owned by County Boards.

1908-1909. Counties.	Total.	Value of Lots.		
		Total.	White.	Negro.
The State	\$2,108,600.78	\$ 357,705.00	\$ 321,183.00	\$ 38,522.00
Alachua	\$ 143,605.00	\$ 16,455.00	\$ 13,735.00	\$ 2,720.00
Baker	7,125.00	235.00	190.00	45.00
Bradford	29,325.00	4,115.00	3,950.00	165.00
Brevard	26,046.00	3,810.00	3,410.00	400.00
Calhoun	11,802.00	1,440.00	1,405.00	35.00
Citrus	28,500.00	1,750.00	1,430.00	320.00
Clay	8,160.00	760.00	760.00	.....
Columbia	49,725.00	7,000.00	4,795.00	2,205.00
Dade	134,365.00	24,265.00	23,155.00	1,110.00
DeSoto	46,180.00	7,005.00	6,880.00	125.00
Duval	281,495.00	74,395.00	68,935.00	5,460.00
Escambia	137,205.00	42,380.00	36,830.00	5,550.00
Franklin	13,436.00	3,500.00	2,700.00	800.00
Gadsden	7,177.00	277.00	277.00	.....
Hamilton	17,215.00	1,410.00	1,400.00	10.00
Hernando	15,955.00	1,705.00	1,705.00	.....
Hillsboro	254,440.00	37,755.00	34,975.00	4,780.00
Holmes	6,989.00	909.00	894.00	15.00
Jackson	40,790.00	1,270.00	1,255.00	15.00
Jefferson	14,855.00	1,635.00	245.00	1,390.00
Lafayette	18,685.00	1,045.00	980.00	65.00
Lake	16,560.00	2,720.00	2,570.00	150.00
Lee	15,465.00	4,015.00	3,815.00	200.00
Leon	51,055.00	7,535.00	5,375.00	2,160.00
Levy	15,541.00	1,401.00	1,336.00	65.00
Liberty	6,385.00	305.00	285.00	20.00
Madison	31,810.00	4,360.00	3,800.00	560.00
Manatee	45,235.00	6,225.00	6,115.00	110.00
Marion	73,906.00	9,756.00	7,512.00	2,244.00
Monroe	20,250.00	13,000.00	11,000.00	2,000.00
Nassau	22,750.00	2,270.00	1,410.00	860.00
Orange	76,755.00	14,505.00	13,205.00	1,300.00
Osceola	32,990.00	1,465.00	1,440.00	25.00
Pasco	20,280.00	3,405.00	3,405.00	.....
Polk	92,195.00	12,720.00	12,330.00	390.00
Putnam	24,100.00	3,250.00	2,680.00	570.00
St. Johns	25,080.00	5,955.00	5,955.00	.....
St. Lucie	20,661.78	3,000.00	2,600.00	400.00
Santa Rosa	33,475.00	3,000.00	2,850.00	150.00
Sumter	19,475.00	.....	.....	.....
Suwannee	42,213.00	5,943.00	5,630.00	313.00
Taylor	26,050.00	1,710.00	1,560.00	150.00
Volusia	69,885.00	14,535.00	13,230.00	1,305.00
Wakulla	9,505.00	505.00	395.00	110.00
Walton	12,624.00	1,684.00	1,659.00	25.00
Washington	12,000.00	1,325.00	1,120.00	205.00

TABLE XXVIII—Value of Public School Property.
PART II.—(Continued)—Real Estate Owned by County Boards.

1908-1909. Counties.	Value of Buildings.		
	Total.	White.	Negro.
The State	\$1,748,895.78	\$1,593,018.00	\$ 155,877.78
Alachua	\$ 127,150.00	\$ 108,500.00	\$ 18,650.00
Baker	6,890.00	6,210.00	680.00
Bradford	25,210.00	24,420.00	790.00
Brevard	22,236.00	19,536.00	2,700.00
Calhoun	9,642.00	9,517.00	125.00
Citrus	26,750.00	24,550.00	2,200.00
Clay	7,400.00	7,400.00	.....
Columbia	42,725.00	37,875.00	4,850.00
Dade	110,100.00	104,800.00	5,300.00
DeSoto	39,175.00	38,675.00	500.00
Duval	207,100.00	183,650.00	23,450.00
Escambia	94,825.00	79,725.00	15,100.00
Franklin	9,936.00	7,600.00	2,336.00
Gadsden	6,900.00	6,900.00	.....
Hamilton	15,805.00	15,725.00	80.00
Hernando	14,250.00	14,250.00	.....
Hillsboro	214,685.00	209,955.00	4,730.00
Holmes	6,080.00	6,030.00	50.00
Jackson	39,520.00	39,245.00	275.00
Jefferson	13,220.00	9,600.00	3,620.00
Lafayette	17,640.00	17,290.00	350.00
Lake	13,840.00	12,410.00	1,430.00
Lee	11,450.00	11,150.00	300.00
Leon	43,520.00	29,170.00	14,350.00
Levy	14,140.00	12,740.00	1,400.00
Liberty	6,080.00	5,680.00	400.00
Madison	27,450.00	25,800.00	1,650.00
Manatee	39,010.00	38,610.00	400.00
Marion	64,150.00	48,600.00	15,550.00
Monroe	7,250.00	7,000.00	250.00
Nassau	20,480.00	16,805.00	3,675.00
Orange	62,250.00	57,930.00	4,320.00
Osceola	31,525.00	30,825.00	700.00
Pasco	16,875.00	16,875.00	.....
Polk	79,475.00	77,015.00	2,460.00
Putnam	20,850.00	16,525.00	4,325.00
St. Johns	19,125.00	19,125.00	.....
St. Lucie	17,661.78	16,400.00	1,261.78
Santa Rosa	30,475.00	30,325.00	150.00
Sumter	19,475.00	17,775.00	1,700.00
Suwannee	36,270.00	32,800.00	3,470.00
Taylor	24,340.00	23,740.00	600.00
Volusia	55,350.00	46,950.00	8,400.00
Wakulla	9,000.00	7,000.00	2,000.00
Walton	10,940.00	10,890.00	50.00
Washington	10,675.00	9,425.00	1,250.00

TABLE XXVIII.—Value of Public School Property.
PART III.—Furniture and Apparatus Owned by County Boards.

1908-1909. Counties.	Total.	Value of Furniture.			Value of Apparatus.		
		Total.	White.	Negro.	Total.	White.	Negro.
The State..	\$285,436.95	\$238,450.65	\$212,731.65	\$25,719	\$46,986.30	\$43,913.50	\$3,072.80
Alachua ...	13,296.00	12,502.00	9,938.00	2,564	754.00	684.00	70.00
Baker	1,440.00	1,400.00	1,146.00	254	40.00	25.00	15.00
Bradford ...	6,783.00	5,762.00	5,614.00	148	1,021.00	1,018.00	3.00
Brevard ...	3,555.00	2,905.00	2,710.00	195	650.00	650.00	.....
Calhoun ...	2,267.00	2,051.00	2,035.00	16	216.00	216.00	.....
Citrus ...	4,775.00	3,675.00	3,325.00	350	1,100.00	1,055.00	45.00
Clay	3,382.00	2,995.00	2,995.00	.....	387.00	387.00	.....
Columbia ...	7,102.00	5,287.00	4,840.00	447	1,815.00	1,545.00	270.00
Dade	11,045.00	8,345.00	7,290.00	1,055	2,700.00	2,655.00	45.00
DeSoto ...	11,300.00	8,715.00	8,540.00	175	2,585.00	2,510.00	75.00
Duval ...	22,345.00	20,610.00	16,120.00	4,490	1,735.00	1,500.00	235.00
Escambia ...	19,520.00	16,670.00	14,285.00	2,385	2,850.00	2,800.00	50.00
Franklin ...	2,647.65	2,432.65	2,199.65	273	215.00	215.00	.....
Gadsden ...	.....	.....	.....	.....	.....	.....	.....
Hamilton ...	4,984.00	3,984.00	3,984.00	.....	1,000.00	1,000.00	.....
Hernando ...	2,670.00	1,990.00	1,990.00	.....	680.00	680.00	.....
Hillsboro ...	22,716.30	18,358.00	17,420.00	938	4,358.30	4,229.50	128.80
Holmes ...	1,760.00	1,455.00	1,455.00	.....	305.00	305.00	.....
Jackson ...	2,974.00	2,772.00	2,752.00	20	202.00	202.00	.....
Jefferson ...	3,061.00	2,561.00	2,165.00	396	500.00	315.00	185.00
Lafayette ...	3,648.00	3,307.00	3,262.00	45	341.00	341.00	.....
Lake	1,658.00	1,353.00	1,116.00	237	305.00	282.00	23.00
Lee	1,960.00	1,735.00	1,705.00	30	225.00	220.00	5.00
Leon	4,923.00	4,168.00	2,925.00	1,243	755.00	470.00	285.00
Levy	2,642.00	2,012.00	1,847.00	165	630.00	550.00	80.00
Liberty ...	1,717.00	1,365.00	1,065.00	300	352.00	337.00	15.00
Madison ...	7,265.00	5,395.00	4,770.00	625	1,870.00	1,745.00	125.00
Manatee ...	7,207.00	5,584.00	5,504.00	80	1,623.00	1,621.00	2.00
Marion ...	13,062.00	10,810.00	7,315.00	3,495	2,252.00	1,866.00	386.00
Monroe ...	1,050.00	850.00	700.00	150	200.00	150.00	50.00
Nassau ...	3,048.00	2,546.00	2,244.00	302	502.00	420.00	82.00
Orange ...	9,030.00	6,919.00	5,999.00	920	2,111.00	1,960.00	151.00
Osceola ...	5,356.00	4,756.00	4,701.00	55	600.00	600.00	.....
Pasco ...	3,670.00	2,290.00	2,290.00	.....	780.00	780.00	.....
Polk	14,770.00	12,914.00	12,770.00	144	1,856.00	1,848.00	8.00
Putnam ...	3,004.00	2,369.00	2,121.00	248	635.00	606.00	29.00
St. Johns ...	4,875.00	3,505.00	3,505.00	.....	1,370.00	1,370.00	.....
St. Lucie ...	1,865.00	1,765.00	1,765.00	.....	100.00	95.00	5.00
Santa Rosa...	11,584.00	9,889.00	9,765.00	124	1,695.00	1,640.00	55.00
Sumter ...	.....	.....	.....	.....	.....	910.00	28.00
Suwannee ...	8,348.00	7,410.00	7,075.00	335	938.00	.....	.....
Taylor ...	4,515.00	4,005.00	3,805.00	200	510.00	495.00	15.00
Volusia ...	13,920.00	11,715.00	9,205.00	2,510	2,205.00	1,910.00	295.00
Wakulla ...	2,050.00	1,615.00	1,320.00	295	435.00	360.00	75.00
Walton ...	3,298.00	2,572.00	2,417.00	155	736.00	719.00	7.00
Washington	3,989.00	3,132.00	2,777.00	355	857.00	627.00	230.00

TABLE XXVIII.—Total Value of All Public School Property.
PART IV.—Real Estate, Furniture and Apparatus.

1908-1909. Counties.	Total	Real Estate.		Owned by County Boards.	
		Not Owned by County Boards.	Owned by County Boards.	Furniture.	Apparatus.
The State ..	\$2,602,929.73	\$208,892.00	\$2,108,600.78	\$ 238,450.65	\$ 46,986.30
Alachua	157,496.00	635.00	143,605.00	12,502.00	754.00
Baker	8,565.00	.....	7,125.00	1,400.00	40.00
Bradford	36,108.00	.....	29,325.00	5,762.00	1,021.00
Brevard	29,601.00	.....	26,046.00	2,905.00	650.00
Calhoun	14,174.00	825.00	11,082.00	2,051.00	216.00
Citrus	33,275.00	.....	28,500.00	3,675.00	1,100.00
Clay	12,097.00	555.00	8,160.00	2,995.00	387.00
Columbia	57,417.00	590.00	49,725.00	5,287.00	1,815.00
Dade	146,710.00	1,300.00	134,365.00	8,345.00	2,700.00
DeSoto	58,300.00	820.00	46,180.00	8,715.00	2,585.00
Duval	\$72,340.00	68,500.00	281,495.00	20,610.00	1,735.00
Escambia	161,040.00	4,315.00	137,305.00	16,670.00	2,850.00
Franklin	27,926.65	11,843.00	13,438.00	2,432.65	215.00
Gadsden	15,311.00	8,140.00	7,177.00	.....	.....
Hamilton	12,199.00	.....	17,215.00	3,984.00	1,000.00
Hernando	18,625.00	.....	15,955.00	1,990.00	630.00
Hillsboro	304,456.30	27,300.00	254,440.00	18,358.00	4,358.30
Holmes	10,903.00	2,154.00	6,989.00	1,455.00	305.00
Jackson	46,799.00	3,035.00	40,790.00	2,772.00	202.00
Jefferson	24,936.00	7,020.00	14,855.00	2,561.00	500.00
Lafayette	24,303.00	1,970.00	18,685.00	3,307.00	341.00
Lake	23,498.00	6,280.00	16,560.00	1,353.00	305.00
Lee	18,595.00	1,170.00	15,465.00	1,735.00	225.00
Leon	58,243.00	2,265.00	51,055.00	4,168.00	755.00
Levy	18,648.00	465.00	15,541.00	2,012.00	630.00
Liberty	8,102.00	.....	6,385.00	1,365.00	352.00
Madison	39,075.00	.....	31,810.00	5,395.00	1,870.00
Manatee	52,442.00	.....	45,235.00	5,584.00	1,623.00
Marion	86,968.00	.....	73,906.00	10,810.00	2,252.00
Monroe	22,700.00	1,400.00	20,250.00	850.00	200.00
Nassau	26,228.00	430.00	22,750.00	2,546.00	502.00
Orange	86,610.00	825.00	76,755.00	6,919.00	2,111.00
Osceola	38,676.00	330.00	32,990.00	4,756.00	800.00
Pasco	23,350.00	.....	20,280.00	2,290.00	780.00
Polk	108,560.00	1,595.00	92,195.00	12,914.00	1,856.00
Putnam	36,074.00	8,970.00	24,100.00	2,369.00	635.00
St. Johns	30,065.00	110.00	25,080.00	3,505.00	1,370.00
St. Lucie	22,626.78	100.00	20,661.78	1,765.00	100.00
Santa Rosa	49,919.00	4,860.00	33,475.00	9,889.00	1,695.00
Sumter	19,475.00	.....	19,475.00	.....	.....
Suwannee	51,281.00	720.00	42,213.00	7,410.00	938.00
Taylor	30,565.00	.....	26,050.00	4,005.00	510.00
Volusia	100,805.00	17,000.00	69,885.00	11,715.00	2,205.00
Wakulla	11,555.00	.....	9,505.00	1,615.00	435.00
Walton	26,882.00	10,960.00	12,624.00	2,572.00	726.00
Washingt'n ..	28,399.00	12,410.00	12,000.00	3,132.00	857.00

CHAPTER X.

STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS FOR 1909-1910.

The following tables are for the scholastic year 1909-1910, and are based on the Annual Reports of County Superintendents for the period beginning July 1st, 1909, and ending June 30, 1910.

No pains or labor have been spared by this Department in the preparation of these statistics, and it is confidently believed that they are entirely true and correct according to the Annual Reports on which they are based.

By a close study of the figures here presented, the careful student of educational conditions will find much of interest. By a comparison of the totals for the State with statistics from other States, it will be seen that we are keeping well abreast with the general educational progress of the country, but it will further be seen that we have much yet to accomplish along educational lines. It is to be regretted that such differences exist between the several counties of the State. School officials should make careful note of all points wherein their respective counties may be laggard and strive by every possible means to bring their local school conditions up to the highest standard.

TABLE I.—Total Population and School Population.

1909-1910. Counties.	Population from Florida Census of 1910.	School Population (6 to 21), from Florida Census of 1910.		
	Total	Total	White	Negro
The State.....	751,139	211,530	125,343	86,187
Alachua	34,305	107,45	4,572	6,178
Baker	4,805	1,508	1,190	318
Bradford	14,090	4,594	3,366	1,228
Brevard	4,717	1,212	889	323
Calhoun	7,465	1,890	1,446	444
Citrus	6,731	1,457	945	512
Clay	6,116	1,921	1,231	690
Columbia	17,689	5,639	2,526	3,113
Dade	11,933	2,167	1,585	582
DeSoto	14,200	3,883	3,460	423
Duval	75,163	25,055	11,432	13,623
Escambia	36,549	10,173	6,246	3,927
Franklin	5,201	1,183	772	411
Gadsden	22,198	4,485	2,146	2,339
Hamilton	11,825	4,018	2,080	1,938
Hernando	4,997	1,289	693	596
Hillsboro	78,374	17,963	14,462	3,501
Holmes	11,557	3,515	3,290	225
Jackson	29,821	9,975	5,057	4,918
Jefferson	17,210	4,708	1,030	3,678
Lafayette	6,710	2,387	2,029	358
Lake	9,509	2,389	1,530	809
Lee	6,294	1,363	1,226	137
Leon	19,427	7,291	1,384	5,907
Levy	10,361	2,535	1,577	958
Liberty	4,700	1,343	777	566
Madison	16,919	5,610	2,487	3,123
Manatee	9,550	2,821	2,092	729
Marion	26,941	7,902	2,772	5,130
Monroe	21,563	5,483	3,928	1,555
Nassau	10,525	2,296	1,279	1,017
Orange	19,107	4,646	2,941	1,705
Osceola	5,507	1,585	1,382	203
Palm Beach	5,577	1,039	629	410
Pasco	7,502	2,181	1,610	571
Polk	24,148	6,772	5,271	1,501
Putnam	13,096	2,609	1,240	1,369
St. Johns	13,208	3,089	1,993	1,096
St. Lucie	4,075	848	697	151
Santa Rosa	14,897	5,264	3,834	1,430
Sumter	6,696	2,335	1,472	863
Suwannee	18,603	5,970	3,436	2,534
Taylor	7,103	1,785	1,277	508
Volusia	16,510	3,760	2,315	1,445
Wakulla	4,802	1,678	860	818
Walton	16,460	4,482	3,552	930
Washington	16,403	4,687	3,235	1,402

TABLE II.—Number of Schools and Average Length of Term in Days.

1909-1910. Counties.	No. of Schools.			Av. Length of Term.		
	Total	White	Negro	Total	White	Negro
The State.....	2,562	1,848	714	106	110	96
Alachua	112	70	42	107	122	82
Baker	35	31	4	87	91	88
Bradford	51	38	13	106	110	95
Brevard	27	19	8	111	121	88
Calhoun	39	30	9	86	87	75
Citrus	23	18	5	121	133	80
Clay	33	28	5	115	117	103
Columbia	81	49	32	82	84	79
Dade	29	21	8	149	100	135
DeSoto	61	57	4	110	100	110
Duval	74	41	33	123	127	116
Escambia	76	51	25	112	119	106
Franklin	7	5	2	153	160	140
Gadsden	66	31	35	78	91	60
Hamilton	58	43	15	82	84	76
Hernando	22	16	6	120	126	104
Hillsboro	104	83	21	120	128	87
Holmes	48	45	3	79	81	50
Jackson	124	79	45	82	83	80
Jefferson	58	21	37	97	118	84
Lafayette	49	46	3	113	114	100
Lake	57	42	15	116	120	105
Lee	28	27	1	120	120	120
Leon	76	35	41	103	116	93
Levy	59	46	13	117	118	117
Liberty	25	17	8	96	106	75
Madison	91	53	38	85	111	48
Manatee	46	43	3	110	111	93
Marion	101	56	45	101	135	104
Monroe	13	11	2	111	102	160
Nassau	59	43	16	98	97	100
Orange	54	39	15	119	122	113
Osceola	23	21	2	106	104	120
Palm Beach.....	18	11	7	140	152	120
Pasco	39	33	6	112	118	83
Polk	87	73	14	102	102	96
Putnam	54	31	23	110	127	86
St. Johns	32	25	7	118	119	115
St. Lucie	21	18	3	121	120	122
Santa Rosa	93	81	12	87	87	87
Sumter	38	27	11	105	107	100
Suwannee	94	65	29	82	85	74
Taylor	38	36	2	94	95	80
Volusia	52	36	16	121	133	95
Wakulla	34	22	12	105	109	98
Walton	79	67	12	81	82	80
Washington	94	68	26	94	94	95

TABLE III.—(a) Enrollment of Pupils by Race and Sex.
(b) Percentage of School Population (6 to 21) Enrolled.

1909-1910. Counties.	Enrollment.							Per Cent. Enrolled.		
	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females	Both	White	Negro
The State...	148,089	92,834	55,255	46,863	45,971	25,543	29,712	71	78	65
Alachua ...	7,258	3,522	3,736	1,835	1,687	1,760	1,976	68	77	60
Baker	1,377	1,156	221	606	550	109	112	83	97	69
Bradford ...	3,376	2,560	816	1,299	1,261	386	430	71	76	66
Brevard ..	1,005	719	286	355	364	133	153	83	81	88
Calhoun ...	1,509	1,145	364	563	582	143	221	78	86	72
Citrus	1,072	833	239	414	419	96	143	67	88	46
Clay	1,157	900	257	457	443	121	136	54	73	36
Columbia ...	4,169	2,099	2,070	1,107	992	944	1,126	75	83	67
Dade	1,777	1,326	451	650	676	205	246	82	84	77
DeSoto	3,036	2,865	171	1,515	1,350	71	100	61	83	40
Duval	9,283	5,500	3,783	2,752	2,748	1,651	2,132	38	48	27
Escambia ..	6,231	4,234	1,997	2,093	2,141	875	1,122	60	68	51
Franklin ..	800	504	296	245	259	124	172	68	65	72
Gadsden ..	4,749	1,733	3,016	892	841	1,415	1,601	78	81	76
Hamilton ...	2,581	1,700	881	855	845	408	473	64	82	45
Hernando ...	973	580	393	298	282	190	203	75	84	66
Hillsboro ...	9,960	8,154	1,806	4,054	4,100	849	957	55	56	53
Holmes	2,703	2,593	110	1,383	1,210	39	71	64	78	49
Jackson	8,255	4,166	4,089	2,179	1,987	1,987	2,102	83	82	83
Jefferson ...	4,063	906	3,157	480	426	1,500	1,657	86	88	85
Lafayette ...	1,600	1,438	162	764	674	82	80	58	71	45
Lake	1,953	1,328	625	668	660	305	320	81	84	77
Lee	1,089	1,003	86	489	514	32	54	73	82	63
Leon	5,954	1,120	4,834	579	541	2,259	2,575	82	81	82
Levy	2,259	1,443	816	752	691	369	447	89	92	85
Liberty	884	569	315	290	279	146	169	65	73	56
Madison ...	5,053	2,337	2,716	1,118	1,219	1,269	1,447	90	94	86
Manatee ...	1,961	1,693	268	868	825	130	138	59	81	37
Marion	7,191	3,353	3,838	1,252	2,101	1,754	2,084	75	85	75
Monroe	2,015	1,439	576	688	751	276	300	37	36	37
Nassau	2,006	1,101	905	547	554	388	517	75	71	89
Orange	3,707	2,395	1,312	1,207	1,188	598	714	79	81	77
Osceola ...	1,078	936	142	442	494	71	71	69	68	69
P'm Beach.	1,032	683	349	351	332	152	197	74	76	72
Pasco	1,494	1,214	280	586	628	126	154	62	75	49
Polk	5,296	4,292	1,004	2,178	2,114	476	528	74	81	67
Putnam ...	2,491	1,159	1,332	576	583	597	735	75	82	69
St. Johns...	1,839	1,260	579	674	586	248	331	53	63	53
St. Lucie...	857	702	155	361	341	92	63	76	80	72
Santa Rosa	3,160	2,600	560	1,357	1,243	271	289	54	68	39
Sumter	1,724	1,132	592	605	527	282	310	73	77	68
Suwannee ...	4,780	2,860	1,920	1,500	1,360	859	1,061	79	83	75
Taylor	1,528	1,317	211	729	588	108	103	72	80	64
Volusia ...	3,091	1,989	1,102	960	1,029	502	600	81	86	76
Wakulla ...	1,364	692	672	359	333	331	341	81	80	82
Walton ...	3,314	2,795	519	1,450	1,345	234	285	67	78	56
Washing'n	4,035	2,789	1,246	1,481	1,308	580	666	87	85	89

TABLE IV.—(a) Average Daily Attendance of Pupils.
(b) Percentage of Enrollment in Daily Attendance.

1909-1910. Counties.	Average Daily Attendance.							Percent- age.		
	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females	Both	White	Negro
The State..	103,892	63,243	40,649	31,473	31,775	18,577	22,072	70	68	73
Alachua ...	5,602	2,520	3,082	1,231	1,289	1,439	1,643	77	71	82
Baker	841	678	163	346	332	79	81	61	53	74
Bradford ..	2,196	1,584	612	811	773	296	316	65	61	75
Brevard ...	729	496	233	233	263	105	128	71	68	81
Calhoun ...	988	761	227	374	387	96	131	67	67	70
Citrus	795	607	188	293	314	76	112	75	73	78
Clay	862	619	243	299	320	114	129	74	68	94
Columbia ..	2,968	1,518	1,450	781	735	667	783	71	72	70
Dade	1,227	927	300	451	476	139	161	69	69	67
DeSoto	2,253	2,125	128	1,100	1,025	52	76	74	74	74
Duval	6,893	4,053	2,840	1,980	2,073	1,209	1,631	74	73	75
Escambia ..	4,458	2,879	1,579	1,384	1,495	675	904	71	68	79
Franklin ..	568	332	236	146	186	94	142	70	65	79
Gadsden ..	3,434	1,284	2,150	651	633	1,018	1,132	72	74	69
Hamilton ...	1,789	1,128	661	557	571	302	359	69	69	75
Hernando ...	661	375	286	181	194	140	146	68	64	72
Hillsboro ...	7,785	6,390	1,395	3,124	3,266	649	746	78	78	77
Holmes ...	1,635	1,565	70	824	741	24	46	60	60	63
Jackson ...	5,252	2,483	2,769	1,260	1,223	1,336	1,433	63	59	67
Jefferson ...	3,334	597	2,437	304	293	1,157	1,280	74	65	77
Lafayette ..	923	812	111	419	393	56	55	57	56	68
Lake	1,308	898	410	441	457	196	214	61	67	65
Lee	773	713	60	343	370	32	28	71	71	69
Leon	4,631	769	3,862	386	383	1,788	2,074	77	68	79
Levy	1,524	968	556	486	482	248	308	67	60	68
Liberty	599	402	197	196	206	92	105	67	70	62
Madison ...	3,446	1,339	2,107	633	706	958	1,149	68	57	78
Manatee ...	1,435	1,273	162	635	638	77	85	73	75	60
Marion	4,169	1,663	2,506	851	812	1,115	1,391	67	70	65
Monroe ...	1,208	845	363	383	462	158	205	59	58	63
Nassau	1,413	728	685	353	375	271	414	70	66	75
Orange	2,710	1,787	923	877	910	409	514	73	74	70
Osceola	859	734	125	327	407	62	63	79	78	88
P'm Beach..	799	511	288	263	248	127	161	77	74	82
Pasco	1,065	859	206	404	455	94	112	71	70	73
Polk	3,768	3,006	762	1,494	1,519	353	409	71	70	75
Putnam	1,784	825	959	412	413	425	534	71	71	71
St. Johns..	1,331	896	435	478	418	188	247	72	71	75
St. Lucie...	698	562	136	280	282	80	56	83	80	87
Santa Rosa	2,070	1,703	367	874	829	175	192	65	65	65
Sumter	1,192	788	404	401	387	193	211	69	69	68
Suwannee ..	3,182	1,902	1,280	984	918	591	689	66	66	66
Taylor	920	762	158	412	350	80	78	60	57	74
Volusia ...	2,339	1,479	860	700	779	386	474	75	74	78
Wakulla ...	885	471	414	244	227	197	217	64	68	61
Walton	2,112	1,751	361	901	850	164	197	63	62	69
Washing'n	2,779	1,876	903	966	910	396	507	68	67	72

TABLE V.—(a) Aggregate Number of Days Schooling Given.
 (b) Average Number of Days Schooling Given for
 Every Child 6 to 21 Years of Age.

1909-1910. Counties.	Aggregate Days Schooling Given.			Ave'ge days to Every Youth.		
	Total	White	Negro	Both Races	White	Negro
The State.....	11,962,086	7,977,901	3,984,185	59	69	49
Alachua	631,930	354,318	277,612	63	80	45
Baker	77,541	61,962	15,579	56	52	49
Bradford	250,121	189,366	60,755	53	56	49
Brevard	92,220	69,676	22,544	73	78	67
Calhoun	93,715	76,199	17,516	46	53	39
Citrus	97,580	82,540	15,040	58	87	29
Clay	92,842	67,767	25,075	46	55	36
Columbia	278,968	159,151	119,817	51	63	39
Dade	176,735	139,741	36,994	77	89	64
DeSoto	286,089	272,869	13,220	55	79	31
Duval	1,037,676	623,923	413,753	44	55	33
Escambia	599,483	413,870	185,613	57	66	47
Franklin	86,209	51,128	35,081	76	66	85
Gadsden	300,676	154,179	146,497	67	71	63
Hamilton	169,305	118,680	50,625	41	57	26
Hernando	93,231	55,850	37,381	72	81	63
Hillsboro	1,001,720	863,812	137,908	50	60	39
Holmes	151,698	147,957	3,741	31	45	17
Jackson	450,509	226,150	224,359	46	45	46
Jefferson	286,953	83,586	203,367	68	81	55
Lafayette	99,607	89,282	10,325	37	44	29
Lake	164,790	119,249	45,541	65	75	56
Lee	108,008	100,773	7,235	68	82	53
Leon	495,394	109,174	386,220	71	79	64
Levy	181,143	116,761	64,382	70	74	67
Liberty	50,873	33,788	17,085	37	43	30
Madison	292,674	183,620	109,054	53	73	32
Manatee	184,182	168,514	15,668	51	81	22
Marion	514,363	233,882	280,481	69	84	55
Monroe	183,351	124,950	58,401	35	32	38
Nassau	160,050	80,044	80,006	71	63	79
Orange	382,995	268,656	114,339	79	91	67
Osceola	118,348	105,082	13,266	70	76	65
Palm Beach.....	115,183	80,784	34,399	106	128	84
Pasco	129,196	111,738	17,458	50	69	31
Polk	473,077	388,214	84,863	66	74	57
Putnam	215,503	114,979	100,524	83	93	73
St. Johns.....	190,358	131,189	59,169	60	66	54
St. Lucie.....	80,122	70,365	9,757	83	101	65
Santa Rosa	195,422	163,114	32,308	33	43	23
Sumter	132,956	92,989	39,967	54	63	46
Suwannee	246,512	158,459	88,053	40	46	35
Taylor	93,035	80,409	12,626	44	63	25
Volusia	321,151	219,247	101,904	83	95	71
Wakulla	91,753	50,985	40,768	54	58	50
Walton	202,476	173,511	28,965	40	49	31
Washington	284,363	195,419	88,944	61	59	63

TABLE VI.—Educational Status of Pupils Enrolled.
PART I.—Chart and First Reader Grades.

1909-1910. Counties.	Chart.			First Reader.		
	Total	White	Negro	Total	White	Negro
The State	20,211	7,557	12,654	25,625	13,496	12,129
Alacua	1,278	212	1,066	1,212	481	731
Baker	281	202	79	207	180	27
Bradford	349	244	105	558	417	141
Brevard	88	29	59	137	90	47
Calhoun	192	115	77	258	163	95
Citrus	136	73	63	186	117	69
Clay	186	115	71	126	88	38
Columbia	750	129	621	630	295	335
Dade	230	118	112	250	166	84
DeSoto	217	169	48	390	363	27
Duval	814	183	631	1,883	1,033	850
Escambia	240	133	107	1,592	915	677
Franklin	111	71	40	117	83	34
Gadsden	839	134	705	1,031	215	816
Hamilton	324	127	197	554	282	272
Hernando	199	78	121	144	58	86
Hillsboro	1,219	712	507	1,644	1,225	419
Holmes	320	293	27	479	455	24
Jackson	1,238	452	786	1,711	658	1,053
Jefferson	529	32	497	873	143	730
Lafayette	231	189	42	222	177	45
Lake	223	75	148	252	174	78
Lee	111	81	30	157	139	18
Leon	1,293	72	1,221	1,190	125	1,065
Levy	323	138	185	424	210	214
Liberty	163	74	89	147	72	75
Madison	961	144	817	901	329	572
Manatee	248	180	68	245	183	62
Marion	1,335	157	1,178	885	250	635
Monroe	403	279	124	324	193	131
Nassau	300	122	178	360	171	189
Orange	304	126	178	578	304	274
Osceola	53	43	10	174	137	37
Palm Beach	168	98	70	109	79	30
Pasco	228	132	96	169	113	56
Polk	534	295	239	792	580	212
Putnam	340	71	269	442	138	304
St. Johns	121	79	42	338	169	169
St. Lucie	49	39	10	135	86	49
Santa Rosa	259	158	101	676	489	187
Sumter	286	136	150	223	117	111
Suwannee	917	344	573	711	396	315
Taylor	292	202	90	207	161	46
Volusia	472	187	285	402	231	171
Wakulla	217	61	156	239	72	167
Walton	300	210	90	619	514	105
Washington	540	244	296	717	460	257

TABLE VI.—Educational Status of Pupils Enrolled.
PART II.—Second and Third Reader Grades.

1909-1910. Counties.	Second Reader.			Third Reader.		
	Total	White	Negro	Total	White	Negro
The State	20,465	11,232	9,233	18,785	11,059	7,726
Alachua	1,090	415	675	908	393	515
Baker	146	130	16	189	174	15
Bradford	491	333	158	498	343	155
Brevard	131	87	44	120	85	35
Calhoun	210	139	71	179	143	36
Citrus	134	95	39	112	72	40
Clay	150	111	39	125	97	28
Columbia	526	255	271	525	241	284
Dade	230	142	88	239	167	72
DeSoto	355	330	25	320	287	33
Duval	1,456	832	624	1,265	705	560
Escambia	1,042	621	421	848	608	240
Franklin	108	53	55	66	35	31
Gadsden	729	186	543	547	190	357
Hamilton	334	201	133	328	218	110
Hernando	115	64	51	98	55	43
Hillsboro	1,224	991	233	1,201	975	226
Holmes	402	382	20	378	361	17
Jackson	1,219	522	697	1,104	502	602
Jefferson	685	118	567	566	121	445
Lafayette	194	166	28	196	185	11
Lake	219	137	82	226	128	98
Lee	117	115	2	167	143	24
Leon	882	126	756	760	108	652
Levy	284	162	122	306	182	124
Liberty	120	65	55	119	77	42
Madison	813	294	519	669	279	390
Manatee	224	186	38	230	187	43
Marion	865	230	635	716	223	493
Monroe	257	213	44	232	152	80
Nassau	341	151	190	266	158	108
Orange	506	244	262	472	245	227
Osceola	156	128	28	137	120	17
Palm Beach	153	82	71	143	78	65
Pasco	160	120	40	184	142	42
Polk	599	439	160	585	417	168
Putnam	376	131	245	326	123	203
St. Johns	250	156	94	266	179	87
St. Lucie	98	77	21	123	107	16
Santa Rosa	483	379	104	527	442	85
Sumter	248	135	113	196	119	77
Suwannee	598	320	278	606	317	289
Taylor	158	140	18	168	151	17
Volusia	380	193	187	368	205	163
Wakulla	180	88	92	160	83	77
Walton	416	362	54	444	329	115
Washington	611	386	225	577	408	169

TABLE VI.—Educational Status of Pupils Enrolled.
PART III.—Fourth and Fifth Reader and Higher Grades.

1909-1910. Counties.	Fourth Reader.			Fifth Reader.			Higher Branches.		
	Total	White	Negro	Total	White	Negro	Total	White	Negro
The State..	18,266	12,172	6,094	15,394	11,244	4,150	27,975	24,745	3,230
Alachua ...	755	395	360	685	470	215	1,330	1,156	174
Baker	186	167	19	132	121	11	239	185	54
Bradford ..	540	411	129	444	360	84	429	337	42
Brevard ..	149	101	48	96	69	27	284	258	26
Calhoun ...	196	159	37	119	113	6	323	323	.....
Citrus	181	153	28	88	88	.....	235	235	.....
Clay	126	98	28	155	134	21	289	257	32
Columbia ..	458	235	223	537	302	235	470	369	101
Dade	202	149	53	166	149	17	460	435	25
DeSoto ...	360	344	16	401	389	12	993	983	10
Duval	1,142	718	424	863	607	256	1,860	1,422	438
Escambia ..	851	572	279	431	367	64	1,227	1,018	209
Franklin ..	111	68	43	87	44	43	176	150	26
Gadsden ..	469	200	269	489	280	209	645	528	117
Hamilton ..	281	201	80	287	236	51	476	435	41
Hernando ..	97	77	20	97	63	34	223	185	38
Hillsboro ..	1,107	942	165	931	829	102	2,634	2,480	154
Holmes	420	410	10	253	250	3	451	442	9
Jackson ...	1,028	534	494	634	313	321	1,323	1,185	138
Jefferson ..	499	103	396	437	80	357	483	309	174
Lafayette ..	227	210	17	216	200	16	314	311	3
Lake	248	187	61	272	181	91	540	449	91
Lee	166	149	17	156	146	10	235	230	5
Leon	655	125	530	507	98	409	667	466	201
Levy	336	230	106	241	202	39	345	319	26
Liberty ...	102	65	37	68	51	17	165	165	.....
Madison ..	565	313	252	446	346	100	668	632	56
Manatee ...	237	206	31	265	249	16	512	502	10
Marion	742	305	437	536	297	239	1,112	891	221
Monroe	231	172	59	265	185	80	305	247	58
Nassau ...	245	147	98	228	162	66	266	190	76
Orange	432	280	152	369	271	98	1,047	926	121
Osceola ...	139	121	18	163	137	26	259	23	6
P'm Beach..	109	59	50	110	75	35	240	212	28
Pasco	151	121	30	163	149	14	430	428	2
Polk	582	500	82	762	689	73	1,446	1,376	70
Putnam ...	304	166	138	275	153	122	428	377	51
St. Johns..	251	181	70	199	146	53	414	350	64
St. Lucie..	119	96	23	110	95	15	223	202	21
Santa Rosa	628	584	44	331	301	30	256	247	9
Sumter	220	152	68	209	160	49	337	313	24
Suwannee ..	592	380	212	557	395	162	801	710	91
Taylor	249	223	26	188	174	14	266	266	.....
Volusia ...	372	252	120	333	238	95	764	683	81
Wakulla ...	187	102	85	158	105	53	223	181	42
Walton ...	453	391	62	474	419	55	598	560	38
Wash'ton	566	418	148	461	356	105	564	517	47

TABLE VII.—(a) Number of Teachers' Positions Filled.
(b) Number of Different Teachers Employed.

1909-1910. Counties.	Teachers' Posi- tions Filled.			Different Teachers Employed.						
	Both Races	White	Negro	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females
The State..	4,469	3,338	1,131	4,015	3,041	974	761	2,280	274	700
Alachua ...	217	146	71	179	130	49	31	99	14	33
Baker	54	49	5	45	41	4	19	22	2	2
Bradford ...	80	66	14	76	66	10	25	41	4	6
Brevard	42	32	10	37	28	9	4	24	1	8
Calhoun	53	44	9	42	34	8	12	22	5	3
Citrus	34	29	5	34	29	5	6	23	1	4
Clay	63	54	9	55	46	9	10	36	4	5
Columbia ...	107	67	40	84	56	28	17	39	12	16
Dade	69	54	15	67	53	14	6	47	3	11
DeSoto	109	104	5	106	102	4	34	68	2	2
Duval	293	196	97	270	177	93	13	164	12	81
Escambia ...	179	133	46	172	125	47	14	111	6	41
Franklin ...	24	17	7	24	17	7	5	12	2	5
Gadsden ...	89	52	37	74	51	23	11	40	9	14
Hamilton ...	111	84	27	78	60	18	18	42	5	13
Hernando ...	35	24	11	32	23	9	2	21	2	7
Hillsboro ...	267	227	40	265	225	40	45	180	5	35
Holmes	63	60	3	58	55	3	29	26	3	...
Jackson ...	195	115	80	164	100	64	40	60	30	34
Jefferson ...	78	36	42	78	36	42	7	29	25	17
Lafayette ...	87	82	5	69	64	5	27	37	2	3
Lake	83	63	20	79	61	18	14	47	5	13
Lee	39	37	2	39	37	2	12	25	1	1
Leon	113	61	52	104	55	49	10	45	11	38
Levy	71	56	15	71	56	15	20	36	6	9
Liberty ...	34	24	10	31	22	9	7	15	4	5
Madison ...	115	73	42	91	63	28	22	41	14	14
Manatee ...	75	71	4	72	69	3	18	51	1	2
Marion ...	167	91	76	157	89	68	16	73	12	56
Monroe ...	37	29	8	35	27	8	2	25	1	7
Nassau ...	72	50	22	65	48	17	5	43	3	14
Orange ...	121	89	32	121	89	32	9	80	4	28
Osceola ...	37	34	3	37	34	3	6	28	...	3
Palm Beach	48	36	12	47	35	12	4	31	3	9
Pasco	63	56	7	59	52	7	14	38	1	6
Polk	173	142	31	170	139	31	32	107	5	26
Putnam ...	86	54	32	79	53	26	7	46	3	23
St. Johns...	61	46	15	58	44	14	4	40	2	12
St. Lucie...	42	35	7	28	24	4	6	18	2	2
Santa Rosa.	124	109	15	94	84	10	33	51	3	7
Sumter	62	45	17	59	44	15	8	36	4	11
Suwannee ...	166	123	43	132	91	41	36	55	16	25
Taylor	61	58	3	46	43	3	23	20	2	1
Volusia ...	109	81	28	106	81	25	15	66	4	21
Wakulla ...	39	26	13	35	26	9	6	20	6	3
Walton ...	106	92	14	98	87	11	27	60	5	6
Washingt'n	116	86	30	93	70	23	30	40	7	16

TABLE VIII.—Grades of Certificates Held by Teachers Employed.

1909-1910. Counties.	Total	1st Grade.			Total	2d Grade.			Total	3d Grade.			All Others.		
		Total	White	Negro		Total	White	Negro		Total	White	Negro	Total	White	Negro
The State..	4,048	1,072	982	93	1,589	1,132	457	927	574	353	460	409	51		
Alachua	179	56	52	4	68	38	30	38	24	14	17	16	1		
Baker	50	10	9	1	15	13	2	25	23	2	...	...	...
Bradford ...	75	24	24	...	27	24	3	17	11	6	7	7	...		
Brevard	37	15	11	4	12	8	4	6	5	1	4	4	...		
Calhoun	42	14	14	...	9	8	1	19	12	7	...	...	...
Citrus	34	17	17	...	10	10	...	7	2	5	...	...	...
Clay	55	13	12	1	24	19	5	14	11	3	4	4	...		
Columbia ..	88	25	21	4	47	27	20	9	4	5	7	5	2		
Dade	69	26	24	2	17	10	7	12	7	5	14	13	1		
DeSoto	104	43	41	2	44	43	1	12	11	1	5	5	...		
Duval	261	39	33	6	109	68	41	49	19	30	64	56	8		
Escambia ...	174	23	22	1	91	64	27	39	22	17	21	19	2		
Franklin ...	23	11	9	2	10	5	5	1	1	...	1	1	...		
Gadsden	94	15	15	...	32	26	6	43	28	15	4	2	2		
Hamilton	78	22	21	1	39	25	14	13	10	3	4	4	...		
Hernando ...	36	19	19	...	12	4	8	...	...	...	5	3	2		
Hillsboro ...	263	80	74	6	101	74	27	28	21	7	54	54	...		
Holmes	58	8	8	...	15	14	1	32	30	2	3	3	...		
Jackson	164	40	38	2	64	44	20	37	12	25	23	6	17		
Jefferson ...	78	10	10	...	24	12	28	3	25	16	11	5	...		
Lafayette ...	69	24	21	3	29	28	1	15	14	1	1	1	...		
Lake	79	25	22	3	29	23	6	19	10	9	6	6	...		
Lee	39	12	12	...	17	16	1	7	6	1	3	3	...		
Leon	104	16	16	...	47	23	24	26	6	20	15	10	5		
Levy	71	10	10	...	31	22	9	23	17	6	7	7	...		
Liberty	31	10	9	1	17	11	6	4	2	2	...	...	...
Madison	91	26	20	6	43	32	11	19	9	10	3	2	1		
Manatee	72	19	19	...	34	31	3	10	10	...	9	9	...		
Marion	164	34	28	6	55	34	21	53	19	34	22	15	7		
Monroe	35	4	4	...	14	8	6	3	3	...	14	12	2		
Nassau	65	11	7	4	27	21	6	19	13	6	8	7	1		
Orange	120	34	32	2	42	27	15	26	13	13	18	16	2		
Osceola	37	8	8	...	18	17	1	7	5	2	4	4	...		
Palm Beach ..	44	9	8	1	15	8	7	8	4	4	12	12	...		
Pasco	59	24	24	...	12	11	1	13	10	3	10	7	3		
Polk	174	51	47	4	69	54	15	28	18	10	26	24	2		
Putnam	79	13	12	1	43	32	11	19	6	13	4	3	1		
St. Johns....	58	19	18	1	22	13	9	13	9	4	4	4	...		
St. Lucie....	38	14	11	3	16	13	3	4	3	1	4	4	...		
Santa Rosa ..	94	20	19	1	33	31	2	41	34	7	...	...	...
Sumter	59	25	24	1	15	14	1	13	3	10	6	3	3		
Suwannee ...	132	48	39	9	56	32	24	24	23	1	4	4	...		
Taylor	46	16	15	1	18	17	1	10	9	1	2	2	...		
Volusia	106	44	39	5	34	21	13	13	6	7	15	15	...		
Wakulla	35	9	7	2	15	8	7	8	...	3	3	...			
Walton	92	24	24	...	26	19	7	39	35	4	3	3	...		
Washingt'n ..	93	13	13	...	42	30	12	34	23	11	4	4	...		

TABLE IX.—Result of Uniform Examinations.

1909-1910. Counties.	Total Number of Examinees.	Failed to Pass.		Number and Grade of Certificates Issued.											
				White.						Negro.					
				1st Grade.		2d Grade.		3d Grade.		1st Grade.		2d Grade.		3d Grade.	
		White	Negro	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
The State	2,037	376	357	71	183	85	284	107	337	10	4	17	51	43	123
Alachua	61	19	17	5	3	1	5	3	4					3	1
Baker	29	1	2	1	1	2	4	6	12						
Bradford	51	7	9	3	3	5	8	3	9			1	1	1	1
Brevard	8	2			4		1		1						
Calhoun	25	24	1			1	3	4	5			1			
Citrus	11	5			1	1	2		2						
Clay	18	3	1		2	1	1		7						
Columbia	30	3	6	3	5		4	4	2			1		1	1
Dade	24	3	3	3	4		3		7						1
DeSoto	41	6		3	7	1	9	4	11						
Duval	97	9	36	1	3	1	7		15	2	1		4	2	16
Escambia	78	16	31	1	2		10		9			2			7
Franklin	26		2	1			5		2			1	5		10
Gadsden	44	6	9		2	2	8	1	5			2	2	2	5
Hamilton	37	11	9	2	1	1	7		6						
Hernando	12	2	1		1		2		5					1	
Hillsboro	80	19	13	2	7	3	15	2	12			4			3
Holmes	61	24	1	1		6	8	9	11				1		
Jackson	107	7	26	7	16	8	19	4	7			2		8	3
Jefferson	37	4	13	1	1	1	2	2	5					6	2
Lafayette	18	4			2	4	3	2	3						
Lake	23	1	2	1	5	1	6		5			1			1
Lee	18	6		1	1	1	5		4						
Leon	130	7	26	2	13	3	24	3	13	1			3	5	30
Levy	35	10	5		3		5	4	7					1	
Liberty	17	4	9			1	1	1						1	
Madison	160	25	3	16	18	8	29	18	42					1	
Manatee	19	6	1		2		3		6			1			
Marion	98	20	54	3	1	2	4	1	8						5
Monroe	23	5	1	1	2	1	5		4				1	1	2
Nassau	24	3	1		3		3			1	1	2	10		
Orange	50	5	5		10	1	7	1	15						6
Osceola	16	9			3		4								
Palm Beach	12	2	3		3		1		1				1		1
Pasco	102	33		4	12	5	10	9	29						
Polk	62	6	14		7	4	9	3	15	1			2		1
Putnam	35	2	5		3	1	7	2	7						8
St. Johns	22		2		5	2	5		1		1				6
St. Lucie	25	1		4	10	1	4		1	1	1			1	1
Santa Rosa	27	9	3		1	1	1	1	7						4
Sumter	16	1	4		1		4		4					2	
Suwannee	50	2	5		5	3	2	3	4	4		5	15	1	1
Taylor	21	5		1		5			7	1				1	1
Volusia	23	6	2		5		4		5					1	
Wakulla	24	2	4	2	2	3	2		7					1	1
Walton	52	21	9	1	1	1	8	7	3					1	
Washington	58	10	19	1	2	3	5	3	8				1	1	5

TABLE X.—(a) Average Age of Teachers. (b) Average Months' Experience.

1909-1910. Counties.	All Teachers.	Average Age.				All Teachers.	Av. Ex. Months.			
		White.		Negro.			White.		Negro.	
		Male	Female	Male	Female		Male	Female	Male	Female
The State.....	28	30	26	34	45	41	52	36	79	40
Alachua	27	29	25	37	28	48	45	36	110	59
Baker	28	29	25	48	22	26	36	19	38	2
Bradford	26	26	23	30	24	29	34	26	26	31
Brevard	26	38	25	35	24	33	104	30	60	31
Calhoun	29	29	38	27	23	47	50	26	134	48
Citrus	26	32	23	42	25	45	85	34	102	33
Clay	27	34	23	37	27	40	68	24	90	54
Columbia	28	28	25	32	28	52	36	64	54	46
Dade	30	31	29	32	29	56	67	51	117	53
DeSoto	26	29	24	32	24	38	46	33	63	33
Duval	28	40	27	32	25	55	86	51	72	55
Escambia	31	39	30	41	30	64	89	62	125	54
Franklin	27	31	24	38	29	49	58	26	111	72
Gadsden	28	28	26	33	29	44	52	36	67	46
Hamilton	24	22	24	39	23	27	26	20	121	12
Hernando	28	26	24	30	38	36	45	25	85	54
Hillsboro	29	32	28	39	29	49	61	50	139	47
Holmes	25	29	20	28	....	28	41	12	35	....
Jackson	26	29	24	32	23	36	38	21	84	21
Jefferson	30	37	27	35	23	48	101	59	44	16
Lafayette	25	25	24	26	24	33	31	38	27	11
Lake	27	34	25	27	27	43	54	33	63	60
Lee	29	28	29	39	23	47	38	50	124	16
Leon	29	29	25	42	30	45	55	30	101	44
Levy	25	26	22	34	25	31	35	20	93	29
Liberty	27	24	25	36	33	37	31	17	112	42
Madison	25	24	25	30	26	35	27	33	55	30
Manatee	26	28	25	23	25	34	42	30	20	60
Marion	27	29	24	34	28	38	38	31	73	42
Monroe	32	26	31	42	33	55	55	51	72	65
Nassau	26	28	24	43	29	32	36	17	137	52
Orange	28	32	27	28	27	42	43	43	35	38
Osceola	34	38	33	....	35	54	98	47	....	34
Palm Beach.....	28	38	27	30	26	38	87	40	16	17
*Pasco	25	28	23	33	26	27	35	22	65	30
Polk	33	31	25	37	28	40	45	33	102	52
Putnam	27	36	26	37	26	42	68	40	68	35
St. Johns.....	28	27	29	28	29	45	44	42	53	53
St. Lucie.....	40	41	37	51	52	82	94	67	30	93
Santa Rosa.....	24	25	22	34	29	26	27	20	103	45
Sumter	26	31	24	41	25	31	52	22	114	14
Suwannee	30	35	29	28	26	36	45	29	44	36
Taylor	29	25	26	40	49	40	28	36	184	96
Volusia	29	29	28	40	29	50	70	44	118	43
Wakulla	26	25	24	34	26	27	31	22	46	18
Walton	24	29	22	31	23	28	26	23	99	24
Washington	27	31	24	28	35	38	43	28	84	40

TABLE XI.—Certain Facts Relative to Teachers Employed.
PART I.

1909-1910. Counties.	Graduates of Normal Schools.				Attendance at Sum- mer Schools.			
	White.		Negro.		White.		Negro.	
	Male	Female	Male	Female	Male	Female	Male	Female
The State.....	159	393	50	142	162	499	25	102
Alachua	4	9			6	24		
Baker	1				3	3		
Bradford	5	3			16	20		
Brevard	2	3	1	4		8	1	
Calhoun					1	1	1	1
Citrus	3	2			2	3		
Clay	3	11	2	1	2	5		1
Columbia	4	7	1	4	3	7		1
Dade	2	7		1		9	1	1
DeSoto	12	18			10	23		1
Duval	6	32	6	27	1	11	3	15
Escambia	2	8	1	8	2	16	1	5
Franklin	2	6	2	3	3	4		
Gadsden	3	6		2	1	8		2
Hamilton	6	20	1	3	4	10		6
Hernando	2	7	1	3	2	7	1	3
Hillsboro	10	22	1	3	30	86		2
Holmes	6	3				1		
Jackson	3	2			3	12		
Jefferson	3	5	2	4	2	3		
Lafayette	4	3	1	2	2	10		1
Lake	1	6			1	11	2	1
Lee					5	9		
Leon	3	13	5	10	1	7	2	17
Levy	5	4			7	16	1	5
Liberty		2						
Madison	8	14	6	8	8	6	2	2
Manatee	6	23		2	3	12		
Marion	6	10	5	22	7	19		7
Monroe	1				1	9		
Nassau	2	4	1	2		2		2
Orange	1	9		1		9		5
Osceola		2			2	3		
Palm Beach.....	2	13		3	1	5		
Pasco	2	15				25		
Polk	5	10		4	8	21		
Putnam	1	8	1		2	10		
St. Johns.....	1	1	1			2		
St. Lucie.....	1	6				5		
Santa Rosa.....	1	1		1	3	3		
Sumter	1	10			1			
Suwannee	13	25	6	12	3	6	2	4
Taylor	2	6			6	3		
Volusia	3	20	2	7	4	29	2	14
Wakulla	1	2			3	8	1	
Walton	3	9	3	4		3		
Washington	7	6	1	1	3	5	5	6

TABLE XI.—(Continued). Certain Facts Relative to Teachers Employed. PART II.

1909-1910. Counties.	Attendance at Teachers' Association		Subscribers to Educational Journals		Non-Resident Teachers.			
					Of County		Of State.	
	White	Negro	White	Negro	White	Negro	White	Negro
The State	522	137	1414	407	647	211	207	14
Alachua	17	45	93	25	66	13	7	1
Baker	5	...	10	...	2	...	1	...
Bradford	30	...	65	4	5	2	4	1
Brevard	7	5	18	8	5	4	...	...
Calhoun .....	...	2	6	4	5	7	...	...
Citrus	1	...	19	1	9	4	...	...
Clay	9	1	10	6	10	2	2	...
Columbia	11	11	14	11	17	5	7	1
Dade	23	1	38	11	6	6	9	...
DeSoto	4	...	45	3	11	4	4	...
Duval	61	...	72	34	11	...	10	...
Escambia	2	2	95	40	11	3	8	...
Franklin	2	...	12	7	7	...	1	...
Gadsden	4	...	46	11	15	2	7	...
Hamilton	5	...	35	11	14	4	7	...
Hernando	5	2	14	7	9	4	2	...
Hillsboro	23	7	158	26	20	4	25	2
Holmes	2	...	16	...	11	...	5	...
Jackson	2	...	26	1	23	12	3	...
Jefferson	8	...	14	4	5	...	1	...
Lafayette	6	1	23	2	41	5	4	...
Lake	14	2	24	10	10	11	5	...
Lee	2	...	25	...	10	1	4	...
Leon	4	2	11	14	4	3	2	...
Levy	5	...	20	3	22	11	1	...
Liberty	1	...	...	...	10	8	1	...
Madison	25	4	28	15	18	9	4	...
Manatee	11	...	36	3	7	1	2	...
Marion	14	10	34	43	28	10	6	6
Monroe	1	...	2	1	...	...	...	...
Nassau	8	2	6	3	6	...	1	...
Orange	14	5	35	15	3	...	3	...
Osceola	1	...	6	1	7	...	3	...
Palm Beach	24	...	17	4	5	...	16	1
Pasco	4	...	24	...	11	4	3	...
Polk	21	...	63	17	33	10	2	...
Putnam	18	3	23	6	2	...	9	...
St. Johns	2	...	10	3	15	2	1	...
St. Lucie	8	...	12	...	17	1	1	...
Santa Rosa	4	...	23	4	49	5	3	...
Sumter	24	7	...	...	9	13	8	...
Suwannee	10	4	11	5	12	6	11	2
Taylor	6	...	26	...	6	...	5	...
Volusia	63	21	67	16	24	10	3	...
Wakulla	4	...	15	6	15	4	2	...
Walton	1	...	44	5	6	10	...	...
Washington	6	...	23	17	15	11	4	...

TABLE XII.—Highest and Lowest Monthly Salaries Paid Teachers

1909-1910. Counties.	Highest.				Lowest.			
	White.		Negro		White.		Negro	
	Male	Female	Male	Female	Male	Female	Male	Female
The State..	\$300.00	\$150.00	\$90.00	\$75.00	\$20.00	\$20.00	\$15.00	\$15.00
Alachua	150.00	80.00	55.00	35.00	40.00	30.00	20.00	19.00
Baker	85.00	50.00	50.00	30.00	30.00	30.00	30.00	30.00
Bradford ...	125.00	75.00	35.00	30.00	30.00	30.00	25.00	20.00
Brevard	100.00	65.00	45.00	35.00	40.00	35.00	.....	30.00
Calhoun	100.00	50.00	20.00	20.00	25.00	25.00	20.00	20.00
Citrus	100.00	70.00	20.00	20.00	50.00	25.00	20.00	20.00
Clay	100.00	75.00	60.00	35.00	35.00	30.00	25.00	25.00
Columbia ...	175.00	75.00	50.00	35.00	30.00	30.00	20.00	20.00
Dade	162.50	150.00	50.00	35.00	50.00	40.00	25.00	15.00
DeSoto	135.00	60.00	45.00	25.00	35.00	35.00	40.00	25.00
Duval	300.00	100.00	90.00	50.00	20.00	25.00	30.00	30.00
Escambia ..	200.00	90.00	75.00	50.00	40.00	40.00	45.00	40.00
Franklin ...	160.00	65.00	55.00	30.00	40.00	25.00	40.00	20.00
Gadsden	200.00	75.00	45.00	24.00	32.50	30.00	20.00	21.00
Hamilton ...	120.00	50.00	40.00	25.00	35.00	34.00	15.00	15.00
Hernando ...	125.00	70.00	45.00	30.00	100.00	40.00	25.00	12.50
Hillsboro ...	250.00	125.00	60.00	50.00	25.00	25.00	40.00	30.00
Holmes	100.00	65.00	25.00	.....	25.00	20.00	20.00	.....
Jackson	125.00	50.00	45.00	15.00	25.00	25.00	15.00	15.00
Jefferson ...	137.50	80.00	35.00	22.50	40.00	30.00	15.00	15.00
Lafayette ...	125.00	65.00	40.00	40.00	35.00	35.00	40.00	35.00
Lake	125.00	75.00	45.00	35.00	35.00	30.00	27.50	25.00
Lee	120.00	75.00	40.00	25.00	35.00	35.00	40.00	25.00
Leon	150.00	75.00	75.00	30.00	30.00	30.00	22.00	20.00
Levy	100.00	60.00	40.00	31.00	35.00	25.00	25.00	25.00
Liberty	75.00	50.00	40.00	30.00	40.00	35.00	25.00	25.00
Madison	100.00	50.00	45.00	35.00	35.00	25.00	20.00	20.00
Manatee	187.50	90.00	35.00	40.00	40.00	30.00	25.00	30.00
Marion	162.50	80.00	85.00	40.00	35.00	35.00	25.00	25.00
Monroe	150.00	100.00	75.00	75.00	50.00	40.00	.....	30.00
Nassau	125.00	60.00	75.00	45.00	35.00	30.00	35.00	20.00
Orange	200.00	100.00	65.00	35.00	35.00	25.00	25.00	20.00
Osceola	150.00	80.00	.....	40.00	45.00	35.00	.....	30.00
Palm Beach ..	250.00	100.00	50.00	35.00	70.00	40.00	35.00	25.00
Pasco	125.00	75.00	30.00	25.00	35.00	35.00	30.00	20.00
Polk	187.50	85.00	70.00	45.00	35.00	30.00	40.00	30.00
Putnam	150.00	90.00	60.00	40.00	40.00	35.00	25.00	25.00
St. Johns....	125.00	75.00	65.00	35.00	40.00	35.00	20.00	35.00
St. Lucie....	125.00	75.00	45.00	40.00	50.00	40.00	35.00	30.00
Santa Rosa ..	110.00	60.00	40.00	30.00	35.00	35.00	25.00	20.00
Sumter	125.00	85.00	35.00	30.00	40.00	30.00	30.00	25.00
Suwannee ..	125.00	70.00	50.00	35.00	30.00	30.00	25.00	20.00
Taylor	125.00	75.00	40.00	35.00	35.00	35.00	40.00	35.00
Volusia	150.00	75.00	60.00	40.00	45.00	25.00	35.00	32.00
Wakulla	50.00	40.00	20.00	25.00	30.00	25.00	20.00	20.00
Walton	125.00	75.00	40.00	25.00	30.00	30.00	25.00	25.00
Washington ..	100.00	55.00	40.00	35.00	25.00	25.00	25.00	25.00

TABLE XIII.—Average Monthly Salaries Paid Teachers.

1909-1910. Counties.	Average Monthly Salaries.				
	Both Races	White.		Negro	
		Male	Female	Male	Female
The State	\$52.16	\$68.13	\$55.80	\$33.68	\$30.18
Alachua	44.90	70.54	47.03	30.24	24.40
Baker	44.99	36.08	41.80	30.00	39.56
Bradford	43.84	59.60	39.60	30.92	24.88
Brevard	48.40	78.80	46.20	45.00	48.40
Calhoun	35.80	51.00	31.60	20.00	20.00
Citrus	50.00	76.68	46.64	20.00	20.00
Clay	56.38	40.38	39.26	28.32	41.90
Columbia	41.46	62.04	46.50	24.06	22.60
Dade	53.60	91.60	62.36	39.60	29.00
DeSoto	55.04	71.12	49.20	42.72	24.32
Duval	47.16	94.66	50.66	51.52	31.96
Escambia	53.60	83.40	52.60	53.00	44.30
Franklin	48.10	87.86	37.86	48.56	26.30
Gadsden	47.66	84.10	49.80	25.16	22.68
Hamilton	41.00	63.60	41.40	19.00	18.60
Hernando	47.60	112.50	48.00	38.00	22.50
Hillsboro	60.40	87.86	57.82	48.26	35.30
Holmes	43.20	50.42	36.60	23.80	.....
Jackson	34.06	48.58	37.16	23.40	20.52
Jefferson	39.60	78.00	49.80	19.14	17.36
Lafayette	45.72	47.92	45.02	40.00	36.36
Lake	45.80	58.92	47.60	33.40	28.20
Lee	56.85	69.14	53.19	40.00	25.00
Leon	38.60	76.00	42.80	32.60	25.00
Levy	48.48	58.60	41.42	34.16	25.66
Liberty	43.42	55.58	42.88	35.28	27.60
Madison	39.56	51.86	38.74	26.02	24.66
Manatee	51.50	71.20	49.00	32.00	35.40
Marion	44.50	71.58	48.76	46.54	29.52
Monroe	47.20	100.00	44.34	75.00	37.80
Nassau	38.82	69.90	39.04	51.42	28.28
Orange	51.18	109.72	52.24	41.86	26.30
Osceola	47.62	80.40	42.58	.....	30.88
Palm Beach	63.62	146.80	63.22	40.28	32.04
Pasco	47.70	57.06	48.16	30.00	20.83
Polk	55.74	86.80	50.80	55.60	40.58
Putnam	43.90	72.45	48.56	41.47	27.43
St. Johns	39.00	80.00	38.50	50.00	24.60
St. Lucie	54.20	79.20	53.00	41.84	34.10
Santa Rosa	41.44	40.26	40.61	31.15	26.66
Sumter	48.27	83.55	47.53	32.50	25.55
Suwannee	40.58	48.78	42.88	27.60	27.26
Taylor	48.90	52.84	46.71	40.00	35.00
Volusia	56.50	86.74	56.06	46.67	38.84
Wakulla	29.78	38.38	32.82	20.00	21.72
Walton	45.80	56.21	44.40	27.80	25.00
Washington	34.14	40.34	32.50	33.74	27.10

TABLE XIV.—Aggregate Salaries Paid Teachers.

1909-1910. Counties.	Total	White.		Negro.	
		Male.	Female.	Male.	Female.
The State	\$1,109,968.35	\$274,788.57	\$674,326.21	\$ 48,904.43	\$111,949.14
Alachua	48,934.34	11,423.07	29,722.08	2,954.55	4,834.64
Baker	8,099.75	3,445.50	3,743.75	640.50	270.00
Bradford	20,230.05	8,607.49	9,565.06	912.50	1,145.00
Brevard	12,311.50	2,674.00	8,137.50	225.00	1,275.00
Calhoun	7,746.00	3,390.25	3,698.75	420.00	237.00
Citrus	10,770.00	3,185.00	7,185.00	80.00	320.00
Clay	11,683.24	2,737.75	7,286.99	893.50	765.00
Columbia	20,237.50	5,258.75	11,202.50	1,560.00	2,216.25
Dade	26,321.00	3,485.00	20,079.75	675.00	2,081.25
DeSoto	36,011.10	13,826.75	21,339.35	470.00	375.00
Duval	84,409.60	7,412.50	56,248.35	4,024.00	16,724.75
Escambia	54,989.85	7,013.40	36,454.70	2,047.75	9,474.00
Franklin	8,035.00	3,515.00	2,840.00	680.00	1,000.00
Gadsden	20,023.65	5,215.00	11,878.50	1,239.75	1,690.40
Hamilton	13,024.11	3,647.11	8,232.00	400.00	745.00
Hernando	10,625.00	1,800.00	7,545.00	380.00	900.00
Hillsboro	99,153.75	24,276.50	67,714.25	1,172.75	5,990.25
Holmes	11,399.38	6,738.75	4,481.88	178.75	.....
Jackson	27,482.50	9,490.00	11,314.00	3,627.50	3,051.00
Jefferson	16,176.50	3,670.00	9,267.50	1,954.00	1,285.00
Lafayette	13,666.25	5,490.25	7,536.00	240.00	400.00
Lake	20,617.50	4,231.75	13,292.25	1,063.50	2,030.00
Lee	14,220.50	5,040.50	8,790.00	240.00	150.00
Leon	22,750.00	3,575.00	12,360.00	1,950.50	4,864.50
Levy	18,996.00	7,325.00	9,080.00	1,230.00	1,361.00
Liberty	7,612.50	2,390.00	4,042.50	600.00	580.00
Madison	20,298.75	7,167.75	10,532.25	1,131.25	1,467.50
Manatee	24,857.20	7,631.25	16,680.95	225.00	320.00
Marion	43,159.75	7,295.50	22,877.25	3,321.50	9,665.50
Monroe	12,474.00	1,600.00	8,154.00	600.00	2,120.00
Nassau	15,145.50	2,045.00	8,983.50	1,080.00	3,037.00
Orange	39,247.75	6,150.00	28,142.00	1,005.00	3,950.75
Osceola	11,124.75	2,914.50	7,685.25	.....	525.00
Palm Beach	19,465.85	3,670.00	13,280.85	685.00	1,830.00
Pasco	15,558.75	3,952.50	10,941.25	150.00	515.00
Polk	55,535.50	14,718.00	33,835.25	1,530.00	5,452.25
Putnam	21,586.50	2,641.50	14,290.00	705.00	3,950.00
St. Johns	16,361.00	2,240.00	11,161.00	800.00	2,160.00
St. Lucie	11,123.75	2,525.00	7,722.00	465.75	411.00
Santa Rosa	20,492.25	8,277.50	10,687.25	607.50	920.00
Sumter	14,959.00	3,991.50	9,037.50	650.00	1,280.00
Suwannee	20,956.00	6,977.00	10,356.00	1,352.50	2,270.50
Taylor	12,251.65	6,468.25	5,323.40	320.00	140.00
Volusia	42,054.00	9,195.00	27,205.75	1,260.00	4,393.25
Wakulla	6,081.50	1,260.00	3,512.50	992.00	317.00
Walton	22,374.00	7,827.50	12,991.50	755.00	700.00
Washington	19,434.33	7,376.50	7,889.10	1,409.33	2,759.35

TABLE XV.—Taxation for Schools in 1909.
PART I.—Assessed Valuation of Property; Total School Taxes Paid; One Mill State Tax.

1909-1910. Counties.	Assessed Valuation of Prop- erty, 1909 ✓	Total School Taxes of 1909. Collected.	One Mill Tax of 1909			
			Assessed	Collected	Per Cent Collected.	Ret. Co. for each \$1 paid.
The State.....	\$165,649,406	\$1,316,737.30	\$165,649.41	\$134,708.04	84	\$1.27
Alachua	6,135.178	50,025.87	6,135.17	4,532.47	74	1.73
Baker	1,256.877	12,298.73	1,256.87	1,237.14	98	1.14
Bradford	2,372.276	25,302.39	2,372.28	2,317.22	98	1.35
Brevard	2,232,000	24,114.51	2,232.00	2,092.66	94	.51
Calhoun	1,690,159	11,249.09	1,690.15	1,448.00	85	1.01
Citrus	1,646,174	17,222.62	1,646.17	1,883.36	114	.74
Clay	1,566,361	16,459.55	1,566.36	1,521.35	97	.81
Columbia	2,831,819	26,003.07	2,831.82	2,567.17	91	1.81
Dade	3,287,660	35,563.15	3,287.66	3,288.51	101	.90
DeSoto	4,376,081	32,762.92	4,376.08	2,923.32	67	1.21
Duval	18,879,779	117,485.82	18,879.78	14,060.14	72	.74
Escambia	9,994,879	48,418.11	9,994.88	5,714.01	57	1.19
Franklin	1,238,295	4,276.06	1,238.29	648.36	52	1.47
Gadsden	2,339,000	23,022.47	2,339.00	2,226.37	95	2.41
Hamilton	1,828,065	16,445.15	1,828.06	1,658.29	90	1.49
Hernando	1,310,773	14,086.73	1,310.77	1,250.79	95	1.13
Hillsboro	15,781,061	103,035.11	15,781.06	9,069.69	57	1.28
Holmes	1,636,385	13,421.15	1,636.38	1,208.11	73	2.16
Jackson	3,466,697	24,540.50	3,466.69	2,772.16	77	2.85
Jefferson	2,257,093	16,437.34	2,257.09	1,934.34	85	2.41
Lafayette	2,185,028	19,048.24	2,185.02	2,122.22	97	.71
Lake	2,787,866	26,699.84	2,787.86	2,578.79	92	.80
Lee	1,869,065	19,577.58	1,869.05	1,865.35	99	.59
Leon	3,290,000	24,068.29	3,290.00	2,424.26	73	2.60
Levy	2,781,911	21,443.72	2,781.91	2,703.04	97	.82
Liberty	1,248,897	8,859.97	1,248.89	1,028.79	82	.91
Madison	2,676,275	19,289.82	2,676.27	2,402.85	89	2.22
Manatee	2,373,036	21,389.06	2,373.04	1,916.42	81	1.11
Marion	5,108,828	49,466.42	5,108.82	4,847.40	95	1.29
Monroe	2,460,439	13,987.66	2,460.43	1,598.71	65	1.39
Nassau	2,518,308	14,915.99	2,518.31	1,782.61	71	1.18
Orange	5,621,445	58,256.41	5,621.44	5,504.34	97	.72
Osceola	1,831,440	16,289.35	1,831.44	1,794.76	98	.68
Palm Beach....	3,697,234	38,411.88	3,697.23	3,567.86	97	.43
Pasco	2,059,419	19,357.71	2,059.42	1,781.40	86	.86
Polk	6,294,313	52,484.49	6,294.31	5,101.55	101	1.09
Putnam	3,006,293	28,599.47	3,006.29	3,152.19	104	1.12
St. Johns	3,463,481	27,588.07	3,463.48	3,345.13	96	.58
St. Lucie	1,786,638	18,696.72	1,786.63	1,776.65	99	.54
Santa Rosa	3,383,771	15,450.59	3,383.77	1,770.95	52	1.81
Sumter	1,696,188	15,802.91	1,696.18	1,503.02	88	1.14
Suwannee	2,690,182	25,475.27	2,690.19	2,586.37	90	1.76
Taylor	2,315,344	20,082.93	2,315.34	2,073.21	89	.61
Volusia	5,718,642	60,323.66	5,718.64	5,638.39	98	.61
Wakulla	822,296	4,168.97	822.29	473.32	57	2.73
Walton	2,880,837	22,651.09	2,880.83	2,417.05	84	1.43
Washington ...	2,955,618	22,180.85	2,955.62	2,593.04	87	1.53

TABLE XV.—Taxation for Schools in 1909.
PART II.—County School Tax.

1909-1910. Counties.	No. Mills Levied.	Assessed.	Collected.	Per Cent. Collected.	Delinquent Taxes Paid.
The State	6.84	\$1,143,186.14	\$926,010.52	86	\$149,645.84
Alachua	7	42,946.24	31,727.31	74	10,293.40
Baker	7	8,798.14	8,660.00	98	13.98
Bradford	7	16,605.93	16,220.54	98	525.75
Brevard	10.25	22,878.00	21,449.85	93	1,260.30
Calhoun	5	8,450.79	7,240.03	85	984.76
Citrus	7	11,523.22	13,186.51	114	38.46
Clay	6.50	10,181.35	9,898.79	97	295.56
Columbia	7	19,822.73	17,970.21	94	2,598.14
Dade	7	23,013.62	23,019.63	100	804.52
DeSoto	7	30,632.57	20,463.26	66	8,621.58
Duval	7	135,031.47	98,421.01	72	18,039.88
Escambia	7	69,964.15	39,998.10	57	21,322.47
Franklin	7	8,668.07	4,538.55	52	2,084.09
Gadsden	7	16,373.00	15,584.20	94	1,193.94
Hamilton	7	12,796.45	11,608.03	91	520.49
Hernando	7	9,175.41	8,755.51	95	480.36
Hillsboro	7	110,467.43	63,487.19	57	23,927.50
Holmes	7	11,464.69	8,456.82	74	521.76
Jackson	6	20,800.18	16,632.96	79	1,952.13
Jefferson	7	15,799.65	13,540.44	85	1,609.84
Lafayette	6	13,110.16	12,733.31	97	913.18
Lake	7	19,515.06	18,051.54	92	2,253.51
Lee	7	13,083.46	13,057.46	99	765.50
Leon	7	23,030.00	16,969.86	73	6,142.50
Levy	5	13,909.56	13,515.22	97	229.97
Liberty	7	8,742.28	7,201.57	83	140.00
Madison	6	16,057.65	14,417.10	89	1,922.01
Manatee	8	18,984.29	15,331.43	81	3,172.79
Marion	6.50	33,207.38	31,508.12	95	1,928.21
Monroe	7	17,223.07	11,190.95	65	5,253.35
Nassau	6.50	16,369.00	11,586.97	77	1,942.53
Orange	7	39,350.11	38,530.38	97	1,455.23
Osceola	7	12,820.08	12,563.35	98	525.07
Palm Beach	7	25,880.63	24,975.02	96	.....
Pasco	6.50	13,386.23	11,579.16	86	1,051.36
Polk	7	44,060.19	35,710.85	83	1,715.70
Putnam	7	21,044.05	22,065.35	104	1,741.63
St. Johns	7	24,244.36	23,415.94	96	1,190.34
St. Lucie	7	12,506.46	12,436.57	99	284.34
Santa Rosa	7	23,686.39	12,396.64	52	9,471.72
Sumter	6.50	11,025.22	9,769.60	88	133.41
Suwannee	6.50	17,486.18	16,811.42	96	2,793.45
Taylor	7	16,207.40	14,547.49	89	1,251.40
Volusia	7	40,030.50	39,468.75	98	757.63
Wakulla	6	4,933.78	2,839.92	57	2,336.25
Walton	7	20,165.85	16,919.35	83	2,822.87
Washington	6	17,733.71	15,558.26	87	357.18

TABLE XV.—Taxation for Schools in 1909.

PART III.—Poll and District Taxes.

1909—1910. Counties.	Poll Taxes of 1909.			Number of Districts.	District Taxes.		
	Assessed.	Collected.	Delinquent Taxes Paid.		Assessed.	Collected.	Delinquent Taxes Paid.
The State	\$66,350.00	\$61,642.97	\$15,456.40	481	\$243,228.56	\$200,088.08	\$34,893.89
Alachua	2,800.00	2,352.00	508.00	37	15,070.86	11,414.09	3,183.45
Baker	422.00	461.97	22.97	5	1,289.36	1,939.62	.....
Bradford	1,234.00	1,334.00	132.00	22	5,430.53	5,430.63	139.02
Brevard	700.00	572.00	90.00	...	.....	.....	.....
Calhoun	1,144.00	726.00	72.00	10	1,967.15	1,835.06	.....
Citrus	973.00	767.00	135.00	16	4,889.82	5,787.54	14.87
Clay	679.00	682.00	69.00	7	4,434.73	4,357.41	62.19
Columbia	1,777.00	1,723.00	140.00	...	4,059.79	3,742.69	567.13
Dade	1,117.00	2,259.00	.....	...	7,090.87	6,966.01	63.51
DeSoto	1,485.00	1,383.00	642.00	33	11,973.87	7,993.34	2,676.02
Duval	7,594.00	4,975.00	2,973.00	...	.....	29.67	29.67
Escambia	3,321.00	2,706.00	291.00	...	.....	.....	.....
Franklin	638.00	594.00	214.00	...	.....	.....	.....
Gadsden	1,600.00	1,396.00	45.00	...	3,885.96	3,815.96	238.14
Hamilton	1,398.00	854.00	210.00	4	2,447.41	2,324.83	171.71
Hernando	869.00	447.00	96.00	11	3,612.89	3,633.43	159.09
Hillsboro	2,826.00	4,330.00	2,023.00	58	45,566.58	26,148.32	10,401.87
Holmes	1,644.00	1,123.00	73.00	22	3,285.06	2,633.22	354.01
Jackson	5,135.00	2,800.00	1,139.00	13	2,876.17	2,335.38	82.12
Jefferson .....	.....	963.00	209.00	...	.....	.....	.....
Lafayette	764.00	816.76	142.00	8	3,429.62	3,375.95	105.04

TABLE XV.—Taxation for Schools in 1909. PART III.—(Continued.)

1909—1910. Counties.	Poll Taxes of 1909.				District Taxes.		
	Assessed.	Collected.	Delinquent Taxes Paid.	Number of Districts.	Assessed.	Collected.	Delinquent Taxes Paid.
Lake	\$ 749.00	\$ 1,036.00	\$ 90.00	22	\$ 5,232.97	\$ 5,033.51	\$ 306.44
Lee	596.00	687.00	263.00	12	5,317.73	3,967.77	122.34
Leon	1,320.00	1,241.00	374.00	...	5,106.00	3,433.17	2,944.91
Levy	897.00	745.00	12.00	...	4,943.92	4,480.46	247.62
Liberty	480.00	513.00	.....	6	179.91	116.61	.....
Madison	2,023.00	1,383.00	204.00	4	1,459.57	1,081.87	226.73
Manatee	1,200.00	1,100.00	181.00	38	6,928.58	3,041.21	6,631.37
Marion	2,857.00	2,345.24	927.43	33	11,586.66	10,765.66	375.12
Monroe	415.00	1,198.00	.....	...	.....	.....	.....
Nassau	586.00	674.00	334.00	2	1,788.27	872.41	379.83
Orange	999.00	1,662.00	443.00	18	12,889.30	12,559.69	1,737.69
Osceola	413.00	554.00	115.00	3	1,416.79	1,377.24	24.66
Palm Beach	642.00	783.00	394.00	6	9,302.38	9,086.00	2,220.34
Pasco	791.00	722.00	153.00	...	5,867.51	5,260.15	186.40
Polk	2,077.00	2,005.00	528.00	25	12,451.03	9,667.19	453.35
Putnam	1,032.00	1,196.00	218.00	9	2,173.64	2,185.93	2.61
St. Johns	353.00	827.00	436.00	...	.....	.....	.....
St. Lucie	466.00	562.00	201.00	...	3,956.41	3,921.50	3.34
Santa Rosa	1,513.00	1,283.00	631.00	...	.....	.....	.....
Sumter	1,658.00	700.00	25.00	9	3,766.54	3,830.29	.....
Suwannee	1,518.00	1,517.00	60.00	...	4,574.12	4,560.48	222.25
Taylor	709.00	618.00	.....	12	3,305.80	2,839.23	204.89
Volusia	736.00	1,979.00	.....	20	13,341.92	13,237.52	.....
Wakulla	836.00	484.00	383.00	1	412.11	371.73	.....
Walton	1,825.00	1,208.00	196.00	5	2,860.00	1,956.76	356.16
Washington	1,539.00	1,351.00	62.00	10	3,006.73	2,678.55	.....

TABLE XVI.—School Fund Receipts of 1909.
PART I.—Their Sources.

1909-1910. Counties.	Total Re- ceipts, Ex- cept Borrow- ed Money.	1 Cash From Last Year.	2 From County Taxes.	3 From Poll Taxes.	4 From District Taxes.
The State	\$1,906,778.12	\$275,077.28	\$926,010.62	\$ 61,623.00	\$219,557.19
Alachua	77,460.16	6,230.56	31,727.31	2,352.00	11,414.09
Baker	15,085.49	1,408.61	8,660.00	439.00	1,939.62
Bradford	28,531.68	831.00	16,220.54	1,334.00	5,430.53
Brevard	25,452.22	46.51	21,449.85	572.00	.....
Calhoun	17,165.68	4,197.67	7,240.03	726.00	1,830.06
Citrus	28,118.53	5,094.85	13,186.51	767.00	5,787.54
Clay	22,995.47	5,551.02	9,898.79	682.00	4,357.41
Columbia	36,440.27	3,709.75	17,970.21	1,723.00	3,742.69
Dade	43,234.99	5,024.90	23,019.63	2,259.00	6,996.01
DeSoto	55,415.76	9,017.17	20,463.26	1,383.00	7,993.34
Duval	137,454.32	33.55	98,421.01	4,975.00	.....
Escambia	73,551.23	589.83	39,998.10	2,706.00	.....
Franklin	9,085.63	191.05	4,538.55	597.00	.....
Gadsden	46,167.11	17,208.18	15,584.20	1,396.00	3,815.96
Hamilton	22,717.89	2,930.94	11,608.03	854.00	2,324.83
Hernando	19,047.71	3,858.10	8,755.51	447.00	3,494.34
Hillsboro	194,606.41	31,656.02	63,487.19	4,330.00	26,148.32
Holmes	20,624.18	4,166.80	8,456.82	1,123.00	2,638.22
Jackson	39,847.87	2,673.97	16,632.96	2,800.00	2,335.38
Jefferson	27,309.36	4,096.87	13,540.44	963.00	.....
Lafayette	29,901.53	9,677.84	12,733.31	816.76	3,375.95
Lake	35,215.67	5,769.93	18,051.54	1,036.00	5,033.51
Lee	27,798.91	7,348.08	13,057.46	687.00	3,964.77
Leon	48,139.71	8,935.81	16,969.86	1,241.00	3,432.17
Levy	27,414.45	2,967.38	13,515.22	745.00	4,480.46
Liberty	11,542.58	2,468.02	7,201.57	513.00	116.61
Madison	34,455.00	7,437.90	14,417.10	1,388.00	1,081.57
Manatee	35,067.97	2,888.28	15,331.43	1,100.00	3,041.21
Marion	61,280.96	5,356.21	31,508.12	2,345.24	10,765.66
Monroe	21,721.06	898.94	11,190.95	1,198.00	.....
Nassau	18,534.47	108.04	11,586.97	674.00	872.41
Orange	74,527.10	13,010.78	38,530.38	1,662.00	12,595.69
Osceola	23,616.23	775.23	12,563.35	554.00	1,377.24
Palm Beach	39,409.07	.....	24,975.02	783.00	9,086.00
Pasco	24,311.78	3,280.87	11,579.16	722.00	5,260.15
Polk	78,707.01	21,169.47	35,710.85	2,005.00	9,667.19
Putnam	35,776.02	3,949.82	22,065.35	1,196.00	2,185.95
St. Johns	34,372.48	4,907.11	23,415.94	827.00	.....
St. Lucie	19,245.01	503.38	12,436.57	562.00	3,921.50
Santa Rosa	29,106.85	82.48	12,396.64	1,283.00	.....
Sumter	24,138.68	7,084.43	9,769.60	700.00	3,830.29
Suwannee	41,873.94	10,475.00	16,811.52	1,517.00	24,135.43
Taylor	28,443.87	7,202.17	14,547.49	618.00	2,839.23
Volusia	84,717.89	24,928.36	39,468.75	1,979.00	13,237.52
Wakulla	9,816.07	1,811.42	2,839.92	484.00	371.73
Walton	28,719.95	741.90	16,919.35	1,208.00	1,956.76
Washington	38,611.91	11,781.19	15,558.26	1,351.00	2,678.55

TABLE XVI.—School Fund Receipts of 1909.
PART II.—Receipts from Other Sources.

1909-1910. Counties.	From State Apportionment.		8 Tuition Non- Resident Pupils.	9 Examination Fees.	10 Other Sources.
	5 Interest Fund.	6 One Mill Tax.			
The State....	\$37,393.06	\$158,669.46	\$12,227.43	\$ 2,044.00	\$32,616.21
Alachua	1,840.68	7,853.57	40.60	61.00	1,955.50
Baker	331.91	1,416.19		29.00	819.21
Bradford	734.40	3,133.44		51.00	
Brevard	253.08	1,079.81	72.50	11.00	617.17
Calhoun	345.60	1,474.56		25.00	265.00
Citrus	305.64	1,304.06		11.00	1,473.60
Clay	290.88	1,241.09	425.26	18.00	104.27
Columbia	1,090.44	4,652.54		30.00	216.37
Dade	695.52	2,967.55	1.50	24.00	1,378.55
DeSoto	829.44	3,538.95	200.00	41.00	10.00
Duval	2,446.56	10,438.65		97.00	
Escambia	1,599.12	6,822.91	40.00	78.00	103.80
Franklin	222.12	947.71		26.00	265.10
Gadsden	1,261.08	5,380.61		44.00	
Hamilton	580.32	2,476.03		37.00	1,004.50
Hernando	229.32	1,424.31		12.00	91.68
Hillsboro	2,741.76	11,698.17	11,122.74	80.00	6,989.94
Holmes	614.16	2,620.41		61.00	
Jackson	1,857.60	7,925.76		107.00	1,341.98
Jefferson	1,096.56	4,678.65		39.00	1,076.00
Lafayette	354.96	1,514.49		18.00	250.00
Lake	487.08	2,078.21	42.35	23.00	44.10
Lee	261.00	1,113.61	107.50	18.00	90.65
Leon	1,476.96	6,314.50		101.00	203.00
Levy	521.64	2,225.66		35.00	2,434.50
Liberty	221.04	943.11		17.00	60.83
Madison	1,251.72	5,340.67		160.00	1,025.00
Manatee	502.20	2,142.73	57.96	19.00	
Marion	1,469.88	6,271.49		98.00	235.60
Monroe	440.64	2,222.33		23.00	493.85
Nassau	496.08	2,116.61		24.00	121.65
Orange	937.08	3,998.21	82.04	50.00	25.00
Osceola	287.64	1,227.26		16.00	6,150.79
Palm Beach..	350.15	1,547.24		12.00	41.32
Pasco	360.72	1,539.07		102.00	77.05
Polk	1,307.88	5,580.29		62.00	507.28
Putnam	831.96	3,549.70		35.00	
St. Johns	461.52	1,969.15		22.00	1,142.92
St. Lucie	225.00	960.01	29.98	25.00	92.89
Santa Rosa..	754.56	3,219.45		41.00	1,227.00
Sumter	804.24	1,715.71		16.00	60.00
Suwannee	1,072.08	4,574.21		50.00	163.00
Taylor	298.44	1,273.34		38.00	170.91
Volusia	807.84	3,446.79		23.00	69.00
Wakulla	292.32	1,247.23		24.00	26.20
Walton	814.32	3,474.43	5.00	52.00	173.16
Washington ..	934.92	3,988.99		58.00	17.94

TABLE XVII.—Summary of Expenditures of Public School Funds.
PART I.

1909-1910 —Counties.	Total Warrants Drawn.	Warrants for Debts and Borrowed Money.
The State	\$2,036,684.03	\$1,863,721.84
Alachua	66,483.73	66,332.45
Baker	21,565.57	21,543.07
Bradford	26,105.40	28,496.58
Brevard	20,280.14	25,442.10
Calhoun	13,369.34	11,230.02
Citrus	28,527.62	29,466.67
Clay	20,098.95	19,916.48
Columbia	41,612.85	16,478.40
Dade	44,161.85	2,235.54
DeSoto	61,017.55	60,517.91
Duval	174,614.00	137,385.81
Escambia	164,461.66	145,736.97
Franklin	16,650.87	13,861.75
Gadsden	32,775.61	30,879.17
Hamilton	26,634.54	29,183.29
Hernando	17,029.09	16,395.69
Hillsboro	184,112.09	200,215.84
Holmes	13,794.98	13,828.21
Jackson	32,650.81	31,108.46
Jefferson	23,486.42	23,435.07
Lafayette	18,766.12	19,332.65
Lake	27,077.92	26,318.60
Lee	21,060.92	20,708.79
Leon	48,055.77	43,132.71
Levy	24,110.02	24,447.07
Liberty	21,715.08	16,765.06
Madison	34,065.47	33,857.97
Manatee	32,981.18	28,535.03
Marion	56,218.23	55,195.81
Monroe	37,970.05	35,773.73
Nassau	20,924.84	18,362.23
Orange	57,359.25	57,862.78
Osceola	40,233.55	29,194.61
Palm Beach	40,221.34	33,876.76
Pasco	19,911.10	20,048.97
Polk	71,638.05	61,494.20
Putnam	28,254.71	28,632.74
St. Johns	124,477.72	79,464.41
St. Lucie	18,674.89	17,327.09
Santa Rosa	27,706.82	29,101.11
Sumter	21,630.01	12,309.10
Suwannee	29,436.52	60,777.87
Taylor	22,583.43	25,995.88
Volusia	97,867.65	97,981.88
Wakulla	10,418.10	10,418.10
Walton	27,665.48	27,019.51
Washington	26,226.64	26,097.70

TABLE XVII.—(Continued)—Summary of Expenditures of Public School Funds.—PART II.

1909-1910. Counties.	Total Expenditures.		
	For All Purposes.	For Schools Proper.	For Ad- ministra- tion, etc.
The State	\$1,773,883.67	\$1,538,425.39	\$235,463.28
Alachua	66,483.73	59,731.64	6,752.09
Baker	12,120.03	9,231.78	2,888.25
Bradford	25,528.78	21,393.59	4,135.19
Brevard	20,279.54	17,217.17	3,062.37
Calhoun	10,908.40	8,523.88	2,384.52
Citrus	19,477.62	15,701.64	3,775.98
Clay	20,098.95	16,399.38	3,699.57
Columbia	26,712.85	22,674.91	4,037.94
Dade	44,161.85	34,701.94	9,459.91
DeSoto	48,017.55	43,237.15	4,780.40
Duval	174,614.00	147,300.88	27,313.12
Escambia	99,161.61	89,494.15	9,667.46
Franklin	19,857.94	9,252.40	10,605.54
Gadsden	32,724.46	30,269.29	2,455.17
Hamilton	18,389.54	15,855.55	2,533.99
Hernando	17,029.09	14,596.87	2,432.22
Hillsboro	150,612.09	129,366.65	21,245.44
Holmes	13,779.98	11,556.78	2,223.20
Jackson	32,650.81	29,701.62	2,949.19
Jefferson	23,486.42	20,971.12	2,515.30
Lafayette	18,766.12	16,639.34	2,126.78
Lake	25,780.92	22,628.97	3,151.95
Lee	21,060.92	17,488.73	3,572.19
Leon	36,165.33	32,369.48	3,795.85
Levy	24,110.02	20,152.80	3,957.22
Liberty	13,195.08	11,117.87	2,077.21
Madison	34,065.47	30,545.40	3,520.07
Manatee	32,981.18	29,011.29	3,969.89
Marion	56,218.23	49,801.20	6,417.03
Monroe	23,245.96	19,875.33	3,370.63
Nassau	20,924.94	17,760.80	3,164.14
Orange	57,359.25	54,282.34	3,076.91
Osceola	24,233.55	20,132.22	4,101.33
Palm Beach	37,768.97	33,494.89	4,274.08
Pasco	19,851.10	18,348.50	1,502.60
Polk	71,353.05	61,487.75	9,865.30
Putnam	28,254.71	24,625.73	3,628.98
St. Johns	75,198.09	67,299.59	7,898.50
St. Lucie	18,674.89	15,876.31	2,798.58
Santa Rosa	26,597.82	22,627.67	3,970.15
Sumter	21,630.01	19,786.38	1,843.63
Suwannee	29,436.52	23,077.99	6,358.53
Taylor	20,583.43	16,228.76	4,354.67
Volusia	97,867.65	92,432.25	5,435.40
Wakulla	8,578.10	7,152.13	1,425.97
Walton	27,665.48	24,396.96	3,268.52
Washington	26,226.64	22,606.32	3,620.32

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART I.—Total Salaries of Teachers, Costs of Lots, etc.

1909-1910. Counties.	Total.	¹ Salaries of Teachers.	² School Lots.	³ New Build- ings.	⁴ Repairs.
The State.....	\$1,638,425.39	\$1,109,968.35	\$33,113.80	\$219,040.79	\$37,653.78
Alachua	59,731.64	48,934.24	.....	1,500.69	2,677.99
Baker	9,231.78	8,099.75	.....	439.17	87.32
Bradford	21,393.59	20,230.05	.....	15.10	30.40
Brevard	17,217.17	12,311.50	.....	255.00	591.20
Calhoun	8,523.88	7,746.00	.....	100.00	335.16
Citrus	15,701.64	10,770.00	100.00	1,045.00	1,632.15
Clay	16,899.38	11,683.24	155.05	2,631.53	442.81
Columbia	22,674.91	20,237.50	.....	572.68	677.03
Dade	34,701.94	26,321.00	4,259.17	523.00	454.63
DeSoto	43,237.15	36,011.10	.....	3,039.97	631.16
Duval	147,300.88	84,409.60	10,200.00	28,129.90	8,632.66
Escambia	89,494.15	54,989.85	1,200.00	25,992.00	1,526.86
Franklin	9,252.40	8,035.00	.....	183.55	294.67
Gadsden	30,269.29	20,023.65	.....	8,250.00	.....
Hamilton	15,855.55	13,024.11	.....	1,552.32	747.15
Hernando	14,596.87	10,625.00	.....	2,482.50	79.31
Hillsboro	129,366.65	99,153.75	8,497.33	2,471.03	2,591.76
Holmes	11,556.78	11,399.38	.....	.....	89.95
Jackson	29,701.62	27,482.50	.....	.....	66.03
Jefferson	20,971.12	16,176.50	.....	1,241.30	532.67
Lafayette	16,639.34	13,666.25	.....	1,275.91	717.17
Lake	22,628.97	20,617.50	.....	432.95	426.98
Lee	17,488.73	14,220.50	.....	.....	669.32
Leon	32,369.48	22,750.00	4,891.00	1,923.40	283.87
Levy	20,152.80	18,996.00	.....	.....	988.02
Liberty	11,117.87	7,612.50	.....	1,074.52	1,332.15
Madison	30,545.40	20,298.75	.....	7,245.91	158.95
Manatee	29,011.29	24,857.20	.....	62.42	867.15
Marion	49,801.20	43,159.75	273.75	3,870.06	852.39
Monroe	19,875.33	12,474.00	.....	2,395.79	387.83
Nassau	17,760.80	15,145.50	.....	1,722.82	228.60
Orange	54,282.34	39,247.75	34.00	7,059.27	948.44
Osceola	20,122.22	11,124.75	500.00	4,561.26	.....
Palm Beach	33,494.89	19,465.85	721.85	4,356.44	729.41
Pasco	18,348.50	15,558.75	.....	655.71	592.21
Polk	61,487.75	55,535.50	.....	.....	2,753.49
Putnam	24,625.73	21,586.50	16.00	1,149.13	160.78
St. Johns	67,299.59	16,361.00	2,029.65	47,192.84	174.25
St. Lucie	15,876.31	11,123.75	25.00	1,767.16	1,115.37
Santa Rosa	22,627.67	20,492.25	6.00	1,499.33	155.62
Sumter	19,786.38	14,959.00	.....	3,029.97	189.41
Suwannee	23,077.99	20,956.00	.....	627.89	179.09
Taylor	16,228.76	12,251.65	.....	302.35	116.50
Volusia	92,432.25	42,054.00	205.00	43,486.63	1,150.06
Wakulla	7,152.13	5,081.50	.....	920.27	62.86
Walton	24,396.96	22,274.00	.....	960.94	67.29
Washington	22,606.32	19,434.33	.....	1,053.08	227.54

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART II.—Cost of Furniture, Apparatus, Insurance, Etc.

1909-1910. Counties.	5 Furniture. ✓	6 Apparatus. ✓	7 Insurance. ✓	8 Rents. ✓	9 Janitors. ✓
The State.....	\$22,074.40	\$7,146.03	\$8,890.15	\$3,509.80	\$16,646.72
Alachua	518.79	410.78	355.02	73.00	318.00
Baker	195.62	150.25	47.50	.....	.....
Bradford	14.70	.....	182.43	.....	128.75
Brevard	100.14	.....	173.20	.....	143.00
Calhoun	67.11	.....	.....	.....	.....
Citrus	10.00	119.99	40.50	.....	.....
Clay	261.68	.....	.....	22.87	109.00
Columbia	47.75	23.50	100.00	17.50	240.00
Dade	418.99	293.07	191.70	103.00	521.10
DeSoto	2,007.82	439.71	182.55	95.95	226.00
Duval	1,971.15	.....	944.48	435.00	4,324.00
Escambia	1,302.41	15.95	534.50	696.98	1,742.00
Franklin	145.65	59.63	28.00	.....	242.25
Gadsden	923.02	.....	263.75	.....	.....
Hamilton	167.43	.....	.....	.....	.....
Hernando	314.28	2.27	75.00	.....	108.05
Hillsboro	29.25	44.88	792.90	945.00	3,166.13
Holmes .....	.....	.....	9.35	.....	.....
Jackson	381.50	.....	.....	.....	.....
Jefferson .....	.....	53.00	33.00	5.60	56.00
Lafayette	437.10	.....	.....	136.32	45.00
Lake	220.93	41.30	45.00	40.00	155.20
Lee	421.40	231.27	105.00	.....	147.75
Leon	656.94	184.61	725.00	100.26	215.25
Levy .....	.....	.....	.....	.....	.....
Liberty	708.77	.....	202.50	.....	.....
Madison	1,155.65	.....	198.00	.....	45.00
Manatee	1,166.19	22.15	385.50	.....	207.04
Marion	316.23	.....	120.00	.....	364.00
Monroe	2,455.40	53.34	450.00	199.92	929.25
Nassau	9.25	13.50	18.00	37.50	120.00
Orange	120.26	20.76	83.00	.....	90.30
Osceola	653.94	398.00	401.35	.....	250.00
Palm Beach.....	1,573.90	1,912.48	837.50	.....	470.25
Pasco	143.35	12.60	62.00	10.00	170.00
Polk	173.42	706.49	551.70	36.40	.....
Putnam	320.55	275.01	68.25	.....	43.75
St. Johns.....	169.57	129.51	89.25	65.00	387.15
St. Lucie.....	345.60	262.15	1.50	.....	70.00
Santa Rosa.....	.....	.....	134.22	32.50	.....
Sumter .....	.....	.....	.....	.....	.....
Suwannee .....	.....	.....	223.50	15.00	240.00
Taylor	762.44	15.55	100.00	15.00	64.00
Volusia	443.80	270.78	135.00	61.00	1,218.50
Wakulla .....	.....	.....	.....	.....	.....
Walton	435.55	.....	.....	366.00	90.00
Washington	506.87	993.50	.....	.....	.....

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART III.—Cost of Fuel, Free Books, Etc.

1909-1910. Counties.	10 Fuel. ✓	11 Free Books. ✓	12 Transporta- tion of Pupils. ✓	13 School In- dentals. ✓
The State	\$3,846.91	\$7,123.59	\$24,132.56	\$45,110.36
Alachua	96.00	.....	60.50	4,787.43
Baker	24.25	.....	42.50	117.00
Bradford	52.50	108.96	358.50	212.00
Brevard	19.25	1,156.45	2,284.00	184.03
Calhoun .....	.....	16.65	.....	240.96
Citrus .....	.....	891.22	340.51	752.27
Clay	52.30	1.45	603.90	435.55
Columbia	53.00	.....	283.80	422.15
Dade .....	.....	65.75	744.50	811.03
DeSoto	24.00	117.29	46.00	391.74
Duval	1,544.97	.....	3,110.00	3,599.12
Escambia	729.77	19.15	.....	744.68
Franklin	61.90	.....	.....	201.75
Gadsden	50.00	.....	.....	758.87
Hamilton	10.00	38.46	.....	306.08
Hernando	25.50	503.67	158.00	223.29
Hillsboro	278.60	89.39	492.35	10,814.28
Holmes .....	.....	.....	.....	58.10
Jackson .....	.....	.....	.....	1,771.59
Jefferson .....	.....	.....	2,560.25	312.80
Lafayette	13.10	88.13	111.50	148.86
Lake	57.75	302.25	11.65	277.46
Lee	13.00	644.13	522.20	524.16
Leon	28.50	.....	332.40	996.00
Levy	15.80	.....	.....	152.98
Liberty	18.00	.....	.....	169.43
Madison	49.30	76.38	261.40	1,056.06
Manatee	39.75	353.63	353.72	706.54
Marion	39.23	47.16	97.20	661.43
Monroe	6.24	36.60	.....	486.96
Nassau	93.00	100.00	.....	282.53
Orange	26.87	144.77	3,824.35	2,682.63
Osceola	15.00	685.26	313.95	782.71
Palm Beach	110.12	109.23	1,850.00	1,357.86
Pasco	25.75	101.49	657.37	358.27
Polk .....	.....	112.65	.....	1,618.10
Putnam	19.90	28.54	689.48	267.84
St. Johns	35.30	81.22	232.50	352.35
St. Lucie	16.40	.....	926.33	43.05
Santa Rosa	28.00	.....	.....	279.75
Sumter .....	.....	.....	1,483.00	.....
Suwannee .....	.....	.....	.....	836.51
Taylor	20.20	1,203.71	940.20	437.16
Volusia	94.66	.....	410.50	2,892.32
Wakulla .....	.....	.....	30.00	57.50
Walton	59.00	.....	.....	146.18
Washington .....	.....	.....	.....	391.00

TABLE XIX.—Expenditures for "Administration" Itemized.
PART I.—Cost of Officials.

1909-1910. Counties.	Total.	¹ Salary of Su- perintend- ents. ✓	² Traveling Expenses of Superin- tendents. ✓
The State	\$235,463.28	\$ 56,700.00	\$ 1,993.68
Alachua	6,752.09	1,800.00	85.00
Baker	2,888.25	615 00	.....
Bradford	4,135.19	1,200.00	.....
Brevard	3,062.37	900.00	72.40
Calhoun	2,384.52	900.00	.....
Citrus	3,775.98	1,200.00	150.00
Clay	3,699.57	1,080.00	.....
Columbia	4,037.94	1,200.00	.....
Dade	9,459.91	1,500.00	127.00
DeSoto	4,780.40	1,500.00	.....
Duval	27,313.12	2,400.00	170.00
Escambia	9,667.46	2,500.50	57.00
Franklin	10,605.54	600.00	.....
Gadsden	2,455.17	1,200.00	.....
Hamilton	2,533.99	900.00	.....
Hernando	2,432.22	1,200.00	17.50
*Hillsboro	21,245.44	Clerk 825.00	375.00
Holmes	2,223.20	900.00	20.00
Jackson	2,949.19	1,200.00	.....
Jefferson	2,515.30	1,200.00	12.00
Lafayette	2,126.78	900.00	.....
Lake	3,151.95	1,200.00	200.00
Lee	3,572.19	1,575.00	69.35
Leon	3,795.85	1,200.00	16.85
Levy	3,957.22	1,200.00	.....
Liberty	2,077.21	600.00	.....
Madison	3,520.07	1,200.00	.....
Manatee	3,969.89	1,200.00	.....
Marion	6,417.03	1,500.00	.....
Monroe	3,370.63	1,200.00	.....
Nassau	3,164.14	1,255.00	.....
Orange	3,076.91	1,375.00	100.00
Osceola	4,101.33	900.00	.....
Palm Beach	4,274.08	1,100.00	58.00
†Pasco	1,502.60	400.00	.....
Polk	9,865.30	1,800.00	108.81
Putnam	3,628.98	1,500.00	61.47
St. Johns	7,898.50	1,300.00	13.55
St. Lucie	2,798.58	825.00	71.93
Santa Rosa	3,970.15	1,200.00	.....
Sumter	1,343.63	1,200.00	.....
Suwannee	6,358.53	1,200.00	.....
Taylor	4,354.67	1,200.00	.....
Volusia	5,435.40	1,800.00	167.42
Wakulla	1,425.97	600.00	8.00
Walton	3,268.52	1,200.00	32.00
Washington	3,620.32	1,200.00	.....

* Salary of \$3,000 paid by County Commissioners, to Superintendent of Hillsboro County.

† The other \$500 of salary paid by County Commissioners, to Superintendent of Pasco County.

TABLE XIX.—Expenditures for "Administration" Itemized.
PART I.—(Continued)—Cost of Officials.

1909-1910. Counties.	³ Per Diem and Mileage of School Boards.	⁴ Incidental Expenses of Super- intendent and Board.	⁵ Commission Paid Treasurer.
The State.....	\$ 15,284.38	\$ 17,824.44	\$ 32,228.65
Alachua	321.40	628.60	1,263.64
Baker	241.80	42.25	445.19
Bradford	253.80	243.43	705.08
Brevard	470.40	90.51	513.48
Calhoun	238.00	117.35	212.17
Citrus	214.00	315.49	395.19
Clay	307.80	109.92	275.15
Columbia	244.40	35.30	621.95
Dade	380.45	808.40	683.69
DeSoto	406.80	102.90	1,175.26
Duval	916.00	4,554.75	2,694.74
Escambia	424.00	1,637.79	1,599.60
Franklin	224.00	73.99	277.21
Gadsden	214.40	71.54	574.08
Hamilton	243.00	21.85	437.41
Hernando	192.00	16.70	303.10
Hillsboro	583.30	443.18	2,849.61
Holmes	409.60	167.09	271.97
Jackson	305.80	67.50	614.57
Jefferson	209.40	41.15	466.49
Lafayette	332.60	61.29	386.62
Lake	282.70	32.20	489.04
Lee	258.40	442.82	460.68
Leon	215.60	38.23	835.93
Levy	300.00	68.66	409.53
Liberty	316.40	48.87	334.42
Madison	357.60	476.76	552.64
Manatee	212.00	89.23	517.90
Marion	465.90	381.89	1,073.25
Monroe	124.00	.....	614.49
Nassau	354.80	118.35	310.95
Orange	251.65	35.06	830.25
Osceola	272.00	575.34	561.84
Palm Beach	384.60	1,513.04	504.99
Pasco	275.20	415.56	20.73
Polk	277.10	375.30	1,136.39
Putnam	390.70	32.23	597.33
St. Johns	373.00	1,124.21	1,283.42
St. Lucie	447.65	168.99	345.55
Santa Rosa	273.00	430.04	570.96
Sumter	182.40	218.92	154.11
Suwannee	356.40	787.91	1,119.51
Taylor	321.60	248.41	499.59
Volusia	601.93	199.93	1,056.88
Wakulla	249.60	13.60	177.26
Walton	316.00	271.51	545.80
Washington	291.20	66.40	459.01

TABLE XIX.—Expenditures for "Administration" Itemized.
PART II.—Other Expenditures.

1909-1910. Counties.	6 Interest on Debts and Loans.	7 Institutes and Summer Schools.	8 Undistributed Books, Etc.	9 Printing.
The State	\$42,563.51	\$ 3,221.86	\$10,175.56	\$ 4,051.54
Alachua	73.49	40.00	220.80	86.80
Baker	600.00	.....	238.52	107.36
Bradford	704.16	150.00	484.52	48.00
Brevard	548.13	16.85	10.92	71.70
Calhoun .....	.....	.....	393.15	30.00
Citrus	283.34	.....	653.22	137.34
Clay	235.93	210.00	159.89	54.50
Columbia	1,500.81	.....	132.19	44.00
Dade	253.63	184.75	.....	258.10
DeSoto	536.81	479.45	.....	105.25
Duval	7,551.04	310.00	728.30	581.61
Escambia	2,962.00	.....	363.07	.....
Franklin	73.73	.....	.....	25.00
Gadsden .....	.....	.....	296.65	24.00
Hamilton	245.55	.....	150.59	44.81
Hernando	232.43	.....	.....	95.00
Hillsboro	3,266.20	586.55	2,261.02	112.05
Holmes	48.75	213.75	.....	53.50
Jackson	258.32	.....	.....	56.50
Jefferson .....	.....	5.85	50.40	34.00
Lafayette	220.00	.....	.....	75.00
Lake	173.88	37.00	250.00	54.08
Lee	116.66	150.00	269.17	12.50
Leon	114.08	.....	23.00	51.65
Levy	419.97	200.00	1,010.56	.....
Liberty	540.00	.....	.....	36.00
Madison	298.47	10.00	351.50	55.50
Manatee	1,429.05	185.00	36.66	24.50
Marion	1,410.34	.....	165.26	215.45
Monroe	1,052.99	.....	.....	53.00
Nassau	754.72	.....	143.30	57.75
Orange .....	.....	.....	.....	47.20
Osceola	1,634.65	.....	.....	127.50
Palm Beach	454.62	.....	.....	123.56
Pasco	228.06	.....	.....	48.00
Polk	3,080.87	.....	1,308.58	257.89
Putnam .....	.....	.....	.....	154.50
St. Johns	3,758.37	.....	.....	.....
St. Lucie	543.41	.....	238.40	61.10
Santa Rosa	1,025.65	85.00	.....	59.75
Sumter .....	.....	.....	.....	34.00
Suwannee	2,708.99	.....	.....	.....
Taylor	1,729.91	.....	.....	216.20
Volusia	425.26	273.66	.....	167.74
Wakulla	92.80	.....	140.00	24.00
Walton .....	.....	.....	.....	90.50
Washington	976.44	84.00	95.89	34.25

TABLE XIX.—Expenditures for "Administration" Itemized.
PART II.—(Continued)—Other Expenditures.

1909-1910. Counties.	10 Expense of Examina- tions.	11 Tuition of County Line Pupils.	12 All Other Purposes.
The State	\$ 2,900.98	\$ 2,031.52	\$37,047.30
Alachua	166.20	.....	2,066.16
Baker	36.40	.....	561.73
Bradford	46.20	100.00	200.00
Brevard	79.40	29.98	258.60
Calhoun	32.70	183.19	277.96
Citrus	41.95	.....	385.45
Clay	42.25	825.79	211.23
Columbia	31.45	.....	227.84
Dade	70.25	.....	5,193.64
DeSoto	48.00	107.50	318.43
Duval	111.29	101.64	7,193.75
Escambia	74.00	.....	.....
Franklin	17.80	.....	61.41
Gadsden	47.50	27.00	.....
Hamilton	48.70	.....	442.08
Hernando	18.00	.....	357.49
Hillsboro	147.25	.....	9,796.28
Holmes	64.20	.....	74.34
Jackson	95.75	.....	350.75
Jefferson	87.30	.....	408.71
Lafayette	26.30	.....	124.97
Lake	19.40	.....	413.65
Lee	30.00	.....	187.61
Leon	167.40	.....	1,133.11
Levy	51.80	.....	296.70
Liberty	27.20	.....	174.32
Madison	85.60	82.00	50.00
Manatee	51.10	.....	224.45
Marion	118.39	41.10	1,045.45
Monroe	52.00	.....	274.15
Nassau	102.10	.....	67.17
Orange	59.00	.....	378.75
Osceola	30.00	.....	.....
Palm Beach	23.80	.....	110.27
Pasco	115.05	.....	.....
Polk	91.50	200.00	1,228.86
Putnam	47.60	258.32	586.83
St. Johns	45.55	.....	.....
St. Lucie	21.80	.....	74.75
Santa Rosa	62.55	.....	263.20
Sumter	30.20	.....	24.00
Suwannee	84.80	.....	101.32
Taylor	23.60	.....	115.36
Volusia	61.00	.....	681.58
Wakulla	22.60	75.00	23.11
Walton	60.55	.....	752.16
Washington	83.50	.....	329.63

TABLE XX.—Showing Financial Condition of County Boards,
July 1, 1910.

1909-1910. Counties.	Total Indebted- ness.	Net Indebted- ness.	Net Cash on Hand.
The State	\$670,963.32	\$506,555.51	\$137,846.11
Alacnua	4,107.91	.....	7,019.80
Baker	5,012.50	2,024.54	.....
Bradford	4,590.00	4,554.90	.....
Brevard	1,356.17	1,346.05	.....
Calhoun	3,625.14	2,310.52	.....
Citrus	1,846.00	.....	3,605.86
Clay	1,091.70	.....	3,612.29
Columbia	23,299.43	14,177.12	.....
Dade	18,951.15	9,016.48	.....
DeSoto	2,118.30	.....	5,779.55
Duval	120,792.48	120,723.97	.....
Escambia	63,700.83	61,886.57	.....
Franklin	2,160.55	.....	3,195.53
Gadsden	2,220.73	.....	13,225.77
Hamilton	2,227.70	448.10	.....
Hernando	1,833.70	818.32	.....
Hillsboro	74,575.35	51,684.78	.....
Holmes	560.70	.....	6,235.26
Jackson	2,134.30	.....	7,705.11
Jefferson	329.38	.....	3,544.91
Lafayette	2,998.47	.....	7,569.91
Lake	2,157.50	.....	7,609.57
Lee	622.13	.....	6,467.99
Leon	12,113.50	3,874.78	.....
Levy	1,083.21	.....	1,884.17
Liberty	6,476.61	3,179.09	.....
Madison	215.00	.....	382.03
Manatee	22,371.21	15,838.27	.....
Marion	18,241.90	12,156.75	.....
Monroe	18,395.68	17,724.26	.....
Nassau	9,551.16	9,257.27	.....
Orange	895.87	.....	15,768.45
Osceola	27,213.92	24,292.30	.....
Palm Beach	10,302.49	4,770.18	.....
Pasco	92.00	.....	4,170.81
Polk	52,193.04	34,980.23	.....
Putnam	668.93	.....	6,474.35
St. Johns	59,349.61	55,161.91	.....
St. Lucie	7,651.14	5,733.22	.....
Santa Rosa	11,961.63	11,955.89	.....
Sumter	12,974.77	1,145.19	.....
Suwannee	23,966.82	21,684.74	.....
Taylor	24,147.50	12,699.51	.....
Volusia	1,714.31	.....	21,008.49
Wakulla	1,165.97	.....	1,165.97
Walton	4,811.01	3,110.57	.....
Washington	1,093.92	.....	11,420.29

TABLE—XXI.—Balance Sheet or Summary of Financial Statements of County Boards.

PART I.—*Debits—The Sum of These Three Columns Equals the Sum of the Three Columns in Part II.

1909-1910. Counties.	Total Receipts, Except Borrowed Money.	Borrowed Money.	Warrants of 1910 Not Paid July 1
The State	\$1,906,778.12	\$325,712.20	\$389,438.36
Alachua	77,460.16	.....	4,107.91
Baker	15,085.49	9,445.54	22.50
Bradford	28,531.68	.....	.....
Brevard	25,452.22	.....	1,356.17
Calhoun	17,165.68	.....	2,364.32
Citrus	28,118.53	6,800.00	346.00
Clay	22,995.47	1,625.00	1,091.70
Columbia	36,440.27	14,900.00	15,873.29
Dade	43,234.99	.....	9,435.75
DeSoto	55,415.76	13,000.00	1,932.65
Duval	137,454.32	.....	65,957.11
Escambia	73,551.23	74,000.00	37,700.83
Franklin	9,085.62	5,856.66	4,276.06
Gadsden	46,167.11	158.56	2,161.50
Hamilton	22,717.89	8,245.00	1,345.95
Hernando	19,047.71	.....	1,833.70
Hillsboro	194,606.41	28,500.00	6,067.95
Holmes	20,624.18	.....	560.75
Jackson	39,847.87	1,100.00	2,134.30
Jefferson	27,309.36	.....	329.38
Lafayette	29,901.53	.....	738.47
Lake	35,215.67	1,200.00	897.50
Lee	27,798.91	.....	622.13
Leon	48,139.71	10,981.28	12,113.50
Levy	27,414.45	.....	1,083.21
Liberty	11,542.58	8,520.00	6,476.61
Madison	34,455.00	.....	215.00
Manatee	35,067.97	.....	20,056.21
Marion	61,280.96	.....	7,062.84
Monroe	21,721.06	14,724.09	2,196.32
Nassau	18,534.47	121.65	9,551.16
Orange	74,527.10	.....	895.87
Osceola	23,616.23	8,500.00	27,213.92
Palm Beach	39,409.07	.....	6,344.58
Pasco	24,311.78	.....	52.00
Polk	78,707.01	.....	43,951.74
Putnam	35,776.02	.....	668.93
St. Johns	34,372.48	49,279.63	51,349.61
St. Lucie	19,245.01	.....	7,651.14
Santa Rosa	29,106.85	.....	10,267.80
Sumter	24,138.68	.....	12,974.77
Suwannee	41,873.94	22,000.00	1,332.59
Taylor	28,443.87	9,000.00	747.50
Volusia	84,717.89	35,986.79	1,714.31
Wakulla	9,816.07	1,768.00	.....
Walton	28,719.95	.....	3,101.41
Washington	38,611.91	.....	661.42

* Total Debits, or sum of the three columns, \$2,621,828.68.

TABLE XXI.—Balance Sheet, or Summary of Financial Statements of County Boards.

PART II.—*Credits—The Sum of These Three Columns Equals the Sum of the Three Columns in Part I.

1909-1910. Counties.	Total Expendi- tures, Except Payment of Debts.	Loans, Old Debts and Warrants Paid.	Cash on Hand.
The State	\$2,036,683.98	\$276,342.38	\$308,802.32
Alachua	66,483.73	3,956.63	11,127.71
Baker	21,565.57	.....	2,987.96
Bradford	26,105.40	2,391.18	35.10
Brevard	20,280.14	6,518.13	10.12
Calhoun	13,369.34	225.00	5,935.66
Citrus	28,527.62	1,285.05	5,451.86
Clay	20,098.95	909.23	4,703.99
Columbia	41,612.85	16,478.40	9,122.31
Dade	44,161.85	2,235.54	6,773.35
DeSoto	61,017.55	1,433.01	7,897.85
Duval	174,614.00	28,728.92	68.51
Escambia	164,461.61	18,976.19	1,814.26
Franklin	16,650.87	1,486.94	1,080.53
Gadsden	32,775.61	265.06	15,446.50
Hamilton	26,634.54	3,894.70	1,779.60
Hernando	17,029.09	1,200.30	2,652.02
Hillsboro	184,112.09	22,171.70	22,890.57
Holmes	13,794.98	593.98	6,795.97
Jackson	32,650.81	591.95	9,839.41
Jefferson	23,486.42	278.03	3,874.29
Lafayette	18,766.12	1,305.50	10,568.38
Lake	27,077.92	138.18	10,097.07
Lee	21,060.92	270.00	7,090.12
Leon	48,055.77	7,190.44	15,988.28
Levy	24,110.02	1,420.26	2,967.38
Liberty	21,715.08	1,526.59	3,297.52
Madison	34,065.47	7.50	597.03
Manatee	32,981.18	15,610.06	6,532.94
Marion	56,218.23	6,040.42	6,085.15
Monroe	37,970.05	.....	671.42
Nassau	20,924.94	6,988.45	293.89
Orange	57,359.25	1,399.40	16,664.32
Osceola	40,233.55	16,174.98	2,921.62
Palm Beach	40,221.34	.....	5,532.31
Pasco	19,911.10	189.87	4,262.81
Polk	71,638.05	33,807.89	17,212.81
Putnam	28,254.71	1,046.96	7,143.28
St. Johns	123,477.72	6,336.30	4,187.70
St. Lucie	18,674.89	6,303.34	1,917.92
Santa Rosa	27,706.82	11,662.09	5.74
Sumter	21,630.01	3,653.86	11,829.58
Suwannee	29,436.52	32,673.94	3,096.07
Taylor	22,583.43	4,159.95	11,447.39
Volusia	97,867.65	1,823.54	22,722.80
Wakulla	10,418.10	.....	1,165.97
Walton	27,665.48	2,455.44	1,700.44
Washington	26,226.64	532.48	12,514.21

*Total Credits, or sum of these three columns, \$2,621,828.68.

TABLE XXII.—Total Cost of White Schools.

1909-1910. Counties.	Total.	Expended on Schools Proper.	Expended On Adminis- tration, Prorated on Enroll- ment.
The State	\$1,521,778.29	\$1,362,696.21	\$ 159 082.08
Alachua	54,807.62	51,517.34	3,290.28
Baker	10,664.10	8,166.86	2,497.24
Bradford	22,472.37	19,336.09	3,136.28
Brevard	17,895.76	15,704.87	2,190.89
Calhoun	9,730.54	7,866.88	1,863.66
Citrus	17,959.29	15,051.64	2,907.65
Clay	17,461.08	14,583.29	2,877.79
Columbia	20,718.91	18,685.90	2,033.01
Dade	38,638.50	31 579.56	7,058.94
DeSoto	46,889.29	42,378.15	4,511.14
Duval	139,640.71	123,458.71	16,182.00
Escambia	82,950.96	76,381.87	6,569.09
Franklin	14,108.79	7,427.30	6,681.49
Gadsden	27,805.75	27,120.39	685.36
Hamilton	16,129.58	14,460.55	1,669.03
Hernando	14,765.70	13 315.87	1,449.83
Hillsboro	138,911.93	121,519.53	17,392.40
Holmes	13,510.75	11 378.03	2,132.72
Jackson	24,450.22	22,961.88	1,488.34
Jefferson	17,055.40	16,494.52	560.88
Lafayette	17,822.53	15,911.09	1,911.44
Lake	21,538.13	19,394.87	2,143.26
Lee	20,353.06	17,062.98	3,290.08
Leon	24,303.84	23,509.81	714.03
Levy	20,056.78	17,529.00	2,527.78
Liberty	11,271.29	9 934 27	1,337.02
Madison	29,557.05	27,922.56	1,634.49
Manatee	31,892.68	28,465.29	3,427.39
Marion	39,037.28	36,759.90	2,277.38
Monroe	18,955.46	16,548.35	2,407.11
Nassau	15,159.04	13,422.40	1,736.64
Orange	51,314.50	49,326.59	1,987.91
Osceola	23,168.30	19,607.22	3,561.08
Palm Beach	33,272.85	30 444.18	2,828.67
Pasco	18,597.04	17,376.06	1,220.98
Polk	61,872.58	53,877.52	7,995.06
Putnam	21,326.02	19,637.55	1,688.47
St. Johns	69,227.20	63,816.05	5,411.15
St. Lucie	17,290.81	14 999.56	2,291.25
Santa Rosa	24,342.18	21,077.67	3,264.51
Sumter	18,941.93	17,731.38	1,210.55
Suwannee	23,125.52	19,321.05	3,804.47
Taylor	19,522.09	15,768.76	3,753.33
Volusia	90,198.02	86,700.45	3,497.57
Wakulla	6,537.81	5,814.38	723.43
Walton	25,698.60	22,941.96	2,756.64
Washington	20,828.45	18,326.08	2,502.37

TABLE XXIII.—Total Cost of Negro Schools.

1909-1910. Counties.	Total.	Expended on Schools Proper.	Expended on Adminis- tration, Prorated on Enroll- ment.
The State	\$ 257,369.11	\$ 175,716.88	\$ 81,652.23
Alachua	11,689.88	8,214.30	3,475.58
Baker	1,528.46	1,064.92	463.54
Bradford	3,056.40	2,057.50	998.90
Brevard	2,371.48	1,500.00	871.48
Calhoun	1,177.85	657.00	520.85
Citrus	1,503.79	650.00	853.79
Clay	2,629.21	1,816.09	813.12
Columbia	5,993.93	3,989.01	2,004.92
Dade	5,523.29	3,122.38	2,400.91
DeSoto	1,095.31	859.00	236.31
Duval	31,737.78	23,842.17	7,895.61
Escambia	16,210.64	13,112.28	3,098.36
Franklin	5,749.14	1,825.10	3,924.04
Gadsden	4,708.13	3,148.90	1,559.23
Hamilton	2,259.95	1,395.00	864.95
Hernando	11,104.86	1,281.00	9,823.86
Hillsboro	11,699.45	7,847.12	3,852.33
Holmes	269.22	178.75	90.47
Jackson	8,200.58	6,739.74	1,460.84
Jefferson	6,440.86	4,476.60	1,964.26
Lafayette	943.58	728.25	215.33
Lake	4,242.78	3,234.10	1,008.68
Lee	707.85	425.75	282.10
Leon	11,861.48	8,779.67	3,081.81
Levy	4,053.23	2,623.80	1,429.43
Liberty	1,923.78	1,183.60	740.18
Madison	4,508.41	2,622.84	1,885.57
Manatee	1,088.49	546.00	542.49
Marion	17,019.42	13,041.30	3,978.12
Monroe	4,290.49	3,326.98	963.51
Nassau	5,765.89	4,338.40	1,427.49
Orange	6,044.74	4,955.75	1,088.99
Osceola	1,065.24	525.00	540.24
Palm Beach	4,496.11	3,050.71	1,445.40
Pasco	1,254.05	972.44	281.61
Polk	9,480.46	7,610.23	1,870.23
Putnam	6,923.68	4,988.18	1,940.50
St. Johns	5,970.34	3,483.54	2,486.80
St. Lucie	1,382.91	876.75	506.16
Santa Rosa	2,255.63	1,550.00	705.63
Sumter	2,688.07	2,055.00	633.07
Suwannee	6,310.99	3,756.94	2,554.05
Taylor	1,061.33	460.00	601.33
Volusia	7,669.62	5,731.80	1,937.82
Wakulla	2,040.28	1,337.75	702.53
Walton	1,966.87	1,455.00	511.87
Washington	5,398.18	4,280.24	1,117.94

TABLE XXIV.—Per Capita Cost of Schools. (a) Of Total Population. (b) Of Youth of School Age. (c) Of Pupils Enrolled.

1909-1910. Counties.	Per Capita of Total Population.	Per Youth School Age.			Per Pupil Enrolled.		
		Both Races.	White.	Negro.	Both Races.	White.	Negro.
The State.....	\$ 2.52	\$10.64	\$14.55	\$ 4.16	\$13.76	\$18.20	\$ 6.52
Alachua	1.94	6.21	11.99	1.89	9.16	15.56	3.13
Baker	3.28	10.55	12.00	4.81	11.48	12.35	6.92
Bradford	1.81	5.66	6.68	2.49	7.56	8.77	3.75
Brevard	4.29	16.72	20.13	7.34	20.17	24.89	8.29
Calhoun	1.46	5.78	6.73	2.65	7.45	8.50	3.68
Citrus	2.89	13.36	19.00	2.97	18.41	21.56	6.29
Clay	3.28	10.46	14.18	3.81	17.36	19.40	10.23
Columbia	1.51	4.74	8.20	1.93	6.41	9.87	2.90
Dade	3.70	20.38	24.38	9.49	24.85	29.14	12.25
DeSoto	3.38	12.36	13.55	2.59	15.81	16.37	6.40
Duval	2.28	6.84	12.21	2.33	18.46	25.37	8.39
Escambia	2.71	9.75	13.28	4.13	15.91	19.59	8.12
Franklin	3.82	16.79	18.28	13.99	24.82	27.99	19.42
Gadsden	1.46	7.25	12.95	2.01	6.85	16.04	1.56
Hamilton	1.56	4.57	7.75	1.17	7.12	9.49	2.57
Hernando	5.18	20.07	21.31	18.63	26.59	25.46	28.26
Hillsboro	1.92	8.39	9.61	3.34	15.12	17.04	6.47
Holmes	1.19	3.92	4.11	1.20	5.10	5.21	2.45
Jackson	1.09	3.28	4.83	1.67	3.96	5.87	2.01
Jefferson	1.37	4.99	16.56	1.75	5.79	18.82	2.04
Lafayette	2.80	7.86	8.78	2.64	11.73	12.39	5.82
Lake	2.71	10.79	13.63	5.24	13.20	16.22	6.79
Lee	3.35	15.45	16.60	5.17	2.81	20.29	8.23
Leon	1.86	4.96	17.56	2.01	6.07	21.70	2.45
Levy	2.33	9.51	12.71	4.23	10.67	13.90	4.97
Liberty	2.65	9.27	14.51	2.09	14.09	19.80	3.76
Madison	2.01	6.07	11.88	1.44	6.77	12.65	1.67
Manatee	3.45	11.69	15.25	1.49	16.82	18.84	4.06
Marion	2.08	7.09	14.08	3.32	9.05	16.59	4.43
Monroe	1.08	4.24	4.83	2.76	11.54	13.17	7.45
Nassau	1.89	8.68	11.07	4.69	9.93	13.77	5.27
Orange	3.00	12.35	17.45	3.55	15.47	21.44	4.61
Osceola	4.40	15.29	16.76	5.25	22.55	24.75	7.50
Palm Beach	6.77	36.35	52.89	10.97	36.61	48.71	12.88
Pasco	2.61	8.97	11.55	1.70	13.09	15.32	3.47
Polk	2.95	10.54	11.74	6.32	13.47	14.41	9.44
Putnam	2.16	10.83	17.20	5.06	11.34	18.40	5.20
St. Johns	5.28	22.59	32.02	5.45	37.95	50.65	10.31
St. Lucie	4.58	22.02	24.82	9.16	21.79	24.63	8.92
Santa Rosa	1.79	5.05	6.35	1.58	8.41	9.36	4.01
Sumter	3.23	9.26	12.19	3.10	12.55	16.73	4.54
Suwannee	1.58	4.93	6.73	2.49	6.16	8.09	3.29
Taylor	2.90	11.53	15.29	2.09	13.47	14.82	5.03
Volusia	5.93	26.03	38.96	5.31	31.66	45.35	6.96
Wakulla	1.78	5.11	7.60	2.49	6.29	9.45	3.04
Walton	1.68	6.17	7.23	2.11	8.35	9.19	3.79
Washington	1.60	5.60	6.34	3.85	6.50	7.47	4.33

TABLE XXV.—Cost of Schools and County Superintendents. (a) Per Capita Cost of Pupil in Daily Attendance. (b) Cost of County Superintendent. Percentage of Cost of All Teachers. (c) Visits to Schools by County Superintendent.

1909-1910. Counties.	Cost of Schools per Pupil in daily attendance			County Superintendent.			
	Both Races.	White	Negro	Per Ct. His Cost is of All Teachers.	Visits to Schools 1 hr. or More in Length.		
					Both Races.	White	Negro.
The State.....	\$19.85	\$26.07	\$ 8.66	.066	3,086	2,492	594
Alachua.....	11.87	21.74	3.79	.037	37	32	6
Baker.....	18.79	21.05	9.37	.076	13	11	2
Bradford.....	11.62	14.12	4.99	.055	71	60	11
Brevard.....	27.80	36.08	10.17	.073	25	19	6
Calhoun.....	11.04	12.79	5.19	.116	31	24	7
Citrus.....	24.48	29.59	13.92	.111	57	49	8
Clay.....	23.31	28.21	10.82	.092	82	74	8
Columbia.....	9.00	13.65	4.13	.059	109	76	33
Dade.....	36.00	41.68	18.41	.057	41	36	5
DeSoto.....	21.25	22.07	8.56	.042	64	63	1
Duval.....	24.86	34.45	11.17	.028	85	48	37
Escambia.....	22.24	28.81	10.27	.046	111	86	25
Franklin.....	34.96	42.49	24.37	.075	32	26	6
Gadsden.....	9.47	16.06	1.56	.060	97	66	31
Hamilton.....	10.28	14.30	3.42	.069	86	83	3
Hernando.....	39.14	39.38	38.76	.112	44	33	11
Hillsboro.....	19.35	21.74	8.39	.030	185	153	27
Holmes.....	8.43	8.63	3.85	.080	45	45	.....
Jackson.....	6.21	9.85	2.96	.043	109	79	30
Jefferson.....	7.73	28.57	2.64	.074	84	46	38
Lafayette.....	20.33	21.95	8.50	.066	55	54	1
Lake.....	19.71	23.98	10.35	.058	52	40	12
Lee.....	27.25	28.55	11.80	.110	36	33	3
Leon.....	7.80	31.60	3.07	.053	83	41	42
Levy.....	15.82	20.72	7.29	.063	82	69	13
Liberty.....	20.79	28.04	6.00	.079	25	17	8
Madison.....	9.89	22.07	2.14	.059	97	92	5
Manatee.....	22.98	25.05	6.72	.048	77	73	4
Marion.....	13.45	23.47	6.79	.035	56	37	19
Monroe.....	19.24	22.43	11.82	.096	6	4	2
Nassau.....	14.10	20.82	6.96	.083	54	41	13
Orange.....	21.17	28.77	6.55	.035	70	52	18
Osceola.....	28.21	31.56	8.52	.078	17	17	.....
Palm Beach.....	47.27	65.11	15.61	.056	16	16	.....
Pasco.....	18.38	21.65	4.72	.058	52	45	7
Polk.....	18.93	20.58	12.44	.032	60	57	3
Putnam.....	15.84	25.85	7.22	.069	67	39	28
St. Johns.....	50.56	71.22	13.72	.079	37	32	5
St. Lucie.....	26.75	30.77	10.17	.072	22	19	3
Santa Rosa.....	12.85	14.29	6.15	.058	135	126	9
Sumter.....	18.15	24.04	6.65	.080	90	64	26
Suwannee.....	9.25	12.16	4.93	.057	110	92	18
Taylor.....	22.37	25.62	6.71	.098	73	71	2
Volusia.....	41.84	60.98	8.92	.043	66	55	11
Wakulla.....	9.69	13.88	4.93	.099	87	66	21
Walton.....	13.10	14.68	5.45	.054	76	66	10
Washington.....	9.44	11.10	5.98	.062	77	60	17

TABLE XXVI.—Number and Kind of Public School Buildings, and Number of Rooms.

1909-1910. Counties.	Whole Number.	Public School Buildings.									Number of Rooms.		
		Log.			Frame.			Brick.			Total.	White.	Negro.
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.			
The State.....	3037	313	236	77	2449	1778	671	56	54	2	4186	3186	1000
Alachua	307	...	...	...	104	63	41	5	5	..	198	123	75
Baker	34	...	...	...	34	31	3	...	...	...	44	40	4
Bradford	48	...	...	...	47	35	12	1	1	..	87	74	13
Brevard	28	...	...	...	27	19	8	1	1	..	41	31	10
Calhoun	38	...	...	...	38	29	9	...	...	...	49	40	9
Citrus	23	...	...	...	23	18	5	...	...	...	38	33	5
Clay	68	33	28	5	35	30	5	...	...	...	53	44	9
Columbia	83	...	...	...	82	49	33	1	1	..	113	72	41
Dade	65	37	34	3	26	20	6	2	2	..	56	49	7
DeSoto	61	...	...	...	59	55	4	2	2	..	107	102	5
Duval	69	...	...	...	62	35	27	7	5	2	255	179	76
Escambia	76	3	1	2	73	50	23	...	...	...	152	110	42
Franklin	33	6	4	2	6	4	2	...	...	...	21	14	7
Gadsden	66	...	...	...	65	30	35	1	1	..	100	63	37
Hamilton	56	...	...	...	56	40	16	...	...	...	83	64	19
Hernando	45	22	16	6	22	16	6	1	1	..	36	26	10
Hillsboro	116	...	...	...	105	84	21	11	11	..	281	239	42
Holmes	48	1	1	..	47	44	3	...	...	...	63	60	3
Jackson	124	5	3	2	117	74	43	2	2	..	177	116	61
Jefferson	115	58	21	37	56	19	37	1	1	..	78	38	40
Lafayette	46	4	4	..	41	38	3	1	1	..	53	50	3
Lake	58	...	...	...	57	42	15	1	1	..	81	63	18
Lee	28	...	...	...	28	27	1	...	...	...	37	35	2
Leon	79	...	...	...	78	37	41	1	1	..	103	54	49
Levy	58	...	...	...	58	45	13	...	...	...	72	56	16
Liberty	18	1	1	..	17	15	2	...	...	...	26	22	4
Madison	61	...	...	...	59	53	6	2	2	..	90	81	9
Manatee	92	46	43	3	45	42	3	1	1	..	78	74	4
Marion	111	...	...	...	110	64	46	1	1	..	170	96	74
Monroe	13	...	...	...	12	10	2	1	1	..	37	29	8
Nassau	61	...	...	...	60	43	17	1	1	..	78	55	23
Orange	55	...	...	...	53	38	15	2	2	..	118	87	31
Osceola	23	...	...	...	22	20	2	1	1	..	41	38	3
Palm Beach..	34	17	10	7	15	8	7	2	2	..	43	30	13
Pasco	35	...	...	...	35	33	2	...	...	...	57	55	2
Polk	87	...	...	...	83	69	14	3	3	..	155	126	29
Putnam	54	...	...	...	54	31	23	...	...	...	88	54	34
St. Johns.....	27	...	...	...	27	22	5	...	...	...	51	38	13
St. Lucie.....	42	21	18	3	21	18	3	...	...	...	35	31	4
Santa Rosa...	94	...	...	...	94	82	12	...	...	...	116	104	12
Sumter	36	...	...	...	35	26	9	1	1	..	65	52	13
Suwannee	92	...	...	...	92	64	28	...	...	...	117	83	34
Taylor	75	38	36	2	37	35	2	1	1	..	51	48	3
Volusia	50	...	...	...	50	34	16	...	...	...	120	93	27
Wakulla	34	...	...	...	34	22	12	...	...	...	40	27	13
Walton	78	11	11	..	66	54	12	1	1	..	114	100	14
Washington ..	93	11	6	5	82	61	21	1	1	..	118	88	30

TABLE XXVII.—Patent Desks and Blackboards in the Schools.

1909-1910. Counties.	Patent Desks in Use.							Good Blackboards (Square Yards.)		
	Whole Number.	Single.			Double.			Total.	White.	Negro
		Total.	White.	Negro.	Total.	White.	Negro.			
The State	72,263	32,683	30,915	1,768	39,580	30,863	8,717	49,325	40,265	9,060
Alachua	3,246	891	850	41	2,355	1,443	912	2,441	1,667	774
Baker	631	.....	.....	.....	631	576	55	465	405	60
Bradford	1,268	510	510	.....	758	746	12	696	651	45
Brevard	908	742	721	21	166	89	77	563	497	66
Calhoun	665	665	665	.....	.....	.....	.....	277	253	24
Citrus	520	10	10	.....	510	448	62	356	333	23
Clay	870	115	115	.....	755	632	123	516	310	206
Columbia	1,385	300	293	7	1,085	1,062	23	974	603	371
Dade	1,645	1,558	1,450	108	87	20	67	865	795	70
DeSoto	2,077	770	770	.....	1,307	1,307	.....	1,079	1,054	25
Duval	7,792	4,537	4,395	142	3,255	1,428	1,827	4,926	3,208	1,718
Escambia	3,322	972	941	31	2,350	1,770	580	2,152	1,777	375
Franklin	405	204	198	6	201	163	38	262	197	65
Gadsden	474	340	340	.....	134	134	.....	2,137	2,000	137
Hamilton	857	.....	.....	.....	857	857	.....	650	650	.....
Hernando	492	252	252	.....	240	210	30	261	241	20
Hillsboro	7,035	3,914	3,840	74	3,121	2,661	460	4,604	4,372	232
Holmes	364	161	161	.....	193	193	.....	529	519	10
Jackson	811	618	618	.....	193	193	.....	802	675	127
Jefferson	623	133	133	.....	490	490	.....	611	317	294
Lafayette	583	14	14	.....	569	569	.....	269	247	22
Lake	811	128	108	20	683	611	72	680	630	50
Lee	859	688	688	.....	171	171	.....	313	305	8
Leon	1,202	403	403	.....	799	524	275	1,689	1,059	630

TABLE XXVII.—Patent Desks and Blackboards in the Schools—(Continued.)

1909-1910. Counties.	Patent Desks in Use.						Good Blackboards (Square Yards.)			
	Whole Number.	Single.			Double.			Total.	White.	Negro.
		Total.	White.	Negro.	Total.	White.	Negro.			
Levy	1,039	304	304	.....	735	735	...	823	721	102
Liberty	587	436	364	72	151	131	20	166	148	18
Madison	1,512	371	371	.....	1,141	901	240	1,385	1,300	85
Manatee	1,549	529	529	.....	1,020	900	120	903	890	13
Marion	3,380	870	732	138	2,510	1,227	1,283	2,758	2,083	675
Monroe	962	432	432	.....	530	320	210	372	307	65
Nassau	772	13	7	6	759	655	104	474	376	98
Orange	2,292	1,642	1,573	69	650	421	229	1,284	1,016	268
Osceola	864	653	653	.....	211	211	...	244	238	6
Palm Beach	860	829	700	129	31	5	26	652	539	113
Pasco	940	170	170	.....	770	770	...	333	312	21
Polk	2,581	1,691	1,665	26	890	828	62	1,382	1,202	180
Putnam	1,502	1,295	926	369	207	175	32	1,717	1,038	679
St. Johns	1,303	1,031	1,031	.....	272	69	203	768	549	219
St. Lucie	879	732	683	49	147	115	32	1,587	1,539	48
Santa Rosa	1,651	.....	.....	.....	1,651	1,651	...	826	769	57
Sumter	1,129	267	267	.....	862	618	244	720	535	185
Suwannee	1,886	246	189	57	1,640	1,553	87	1,034	920	114
Taylor	990	522	522	.....	468	408	60	357	346	11
Volusia	2,736	2,007	1,604	403	729	431	298	1,645	1,119	526
Wakulla	724	215	215	.....	509	259	250	280	194	86
Walton	794	27	27	.....	767	767	...	683	674	9
Washington	2,496	476	476	.....	2,020	1,416	604	815	685	130

TABLE XXVIII.—Value of Public School Property.
PART I.—Real Estate Not Owned by County Boards.

1909-1910. Counties.	Total.	Value of Lots.			Value of Buildings.		
		Total.	White.	Negro.	Total.	White.	Negro.
The State	\$337,604	\$115,529	\$ 46,338	\$ 69,191	\$222,075	\$182,780	\$ 39,295
Alachua	980	80	80	.....	900	900	.....
Baker .....	.....	.....	.....	.....	.....	.....	.....
Bradford .....	.....	.....	.....	.....	.....	.....	.....
Brevard .....	.....	.....	.....	.....	.....	.....	.....
Calhoun	1,475	160	55	105	1,315	625	690
Citrus .....	.....	.....	.....	.....	.....	.....	.....
Clay	200	50	25	25	150	100	50
Columbia	795	105	5	100	690	20	670
Dade	820	120	.....	120	700	.....	700
DeSoto	510	60	40	20	450	250	200
Duval	83,020	69,120	4,120	65,000	13,900	2,400	11,500
Escambia	5,180	680	.....	680	4,500	.....	4,500
Franklin .....	.....	.....	.....	.....	.....	.....	.....
Gadsden	5,548	453	262	196	5,090	2,425	2,665
Hamilton	14,960	1,580	1,355	225	13,380	8,050	5,330
Hernando .....	.....	.....	.....	.....	.....	.....	.....
Hillsboro	84,900	20,900	20,900	.....	64,000	64,000	.....
Holmes	1,539	154	124	30	1,385	1,210	175
Jackson	3,415	285	190	95	3,130	2,575	555
Jefferson	9,115	2,040	2,030	10	7,075	7,025	50
Lafayette	1,082	57	57	.....	1,025	1,025	.....
Lake	1,220	120	100	20	1,100	1,000	100
Lee	550	350	350	.....	200	200	.....

TABLE XXVIII.—Value of Public School Property.
PART I.—(Continued)—Real Estate Not Owned by County Boards.

1909-1910. Counties.	Total.	Value of Lots.			Value of Buildings.		
		CTN Total.	White.	Negro.	Total.	White.	Negro.
Leon	\$ 2,265	\$ 65	\$ 20	\$ 45	\$ 2,200	\$ 600	\$ 1,600
Levy	1,050	50	50	.....	1,000	1,000	.....
Liberty .....	.....	.....	.....	.....	.....	.....	.....
Madison .....	.....	.....	.....	.....	.....	.....	.....
Manatee .....	.....	.....	.....	.....	.....	.....	.....
Marion .....	.....	.....	.....	.....	.....	.....	.....
Monroe	14,500	6,000	5,000	1,000	8,500	7,500	1,000
Nassau	435	35	10	25	400	50	350
Orange	1,195	105	95	10	1,090	890	200
Osceola	425	125	115	10	300	250	50
Palm Beach .....	.....	.....	.....	.....	.....	.....	.....
Pasco .....	.....	.....	.....	.....	.....	.....	.....
Polk	2,420	1,170	1,170	.....	1,250	1,250	.....
Putnam	10,280	705	290	415	9,575	7,550	2,025
St. Johns	800	250	250	.....	550	550	.....
St. Lucie .....	.....	.....	.....	.....	.....	.....	.....
Santa Rosa	5,150	500	175	325	4,650	2,000	2,650
Sumter .....	.....	.....	.....	.....	.....	.....	.....
Suwannee	575	60	5	55	515	120	395
Taylor	275	50	40	10	225	200	25
Volusia	60,000	7,500	7,500	.....	52,500	52,500	.....
Wakulla .....	.....	.....	.....	.....	.....	.....	.....
Walton	3,410	685	340	345	2,725	850	1,875
Washington	19,515	1,910	1,535	325	17,605	15,665	1,940

TABLE XXVIII—Value of Public School Property.
PART II.—Real Estate Owned by County Boards.

1909-1910. Counties.	Total.	Value of Lots.		
		Total	White.	Negro.
The State	\$2,311,469	\$ 410,415	\$ 366,237	\$ 44,178
Alachua	150,775	32,075	29,275	2,800
Baker	10,060	400	365	35
Bradford	23,467	3,257	3,257	.....
Brevard	26,076	3,835	3,485	350
Calhoun	10,510	1,120	1,120	.....
Citrus	28,510	1,760	1,440	320
Clay	15,565	1,340	995	345
Columbia	49,595	6,030	4,790	1,240
Dade	54,825	26,125	25,750	375
DeSoto	60,445	6,345	6,220	125
Duval	287,835	53,485	47,725	5,760
Escambia	166,086	45,395	39,695	5,700
Franklin	13,436	3,500	2,700	800
Gadsden	31,133	5,183	5,183	.....
Hamilton	12,505	555	555	.....
Hernando	16,300	1,800	1,595	205
Hillsboro	252,539	50,539	45,109	5,430
Holmes	5,777	642	637	5
Jackson	43,700	1,430	1,415	15
Jefferson	14,975	945	395	550
Lafayette	20,077	1,082	1,002	80
Lake	24,305	2,850	2,625	225
Lee	17,025	5,925	5,875	50
Leon	52,105	7,545	5,385	2,160
Levy	15,492	706	630	76
Liberty	7,065	300	280	20
Madison	40,220	6,070	4,990	1,080
Manatee	47,185	8,960	8,660	300
Marion	74,317	10,117	7,007	3,110
Monroe	74,800	29,000	26,500	2,500
Nassau	25,220	2,165	1,310	855
Orange	90,410	16,465	14,955	1,510
Osceola	33,455	2,430	2,405	25
Palm Beach	74,698	8,423	7,550	873
Pasco	21,052	3,102	3,102	.....
Polk	84,720	12,025	11,125	900
Putnam	24,140	3,250	2,665	585
St. Johns	33,895	8,370	6,130	2,240
St. Lucie	23,550	4,000	3,675	325
Santa Rosa	36,925	3,775	3,600	175
Sumter	22,275	950	950	.....
Suwannee	38,064	3,014	2,705	309
Taylor	27,935	1,685	1,585	100
Volusia	74,170	17,670	15,450	2,220
Wakulla	10,895	670	555	115
Walton	29,570	2,820	2,820	.....
Washington	13,790	1,285	995	290

TABLE XXVIII.—Value of Public School Property.
PART II.—(Continued)—Real Estate Owned by County Boards.

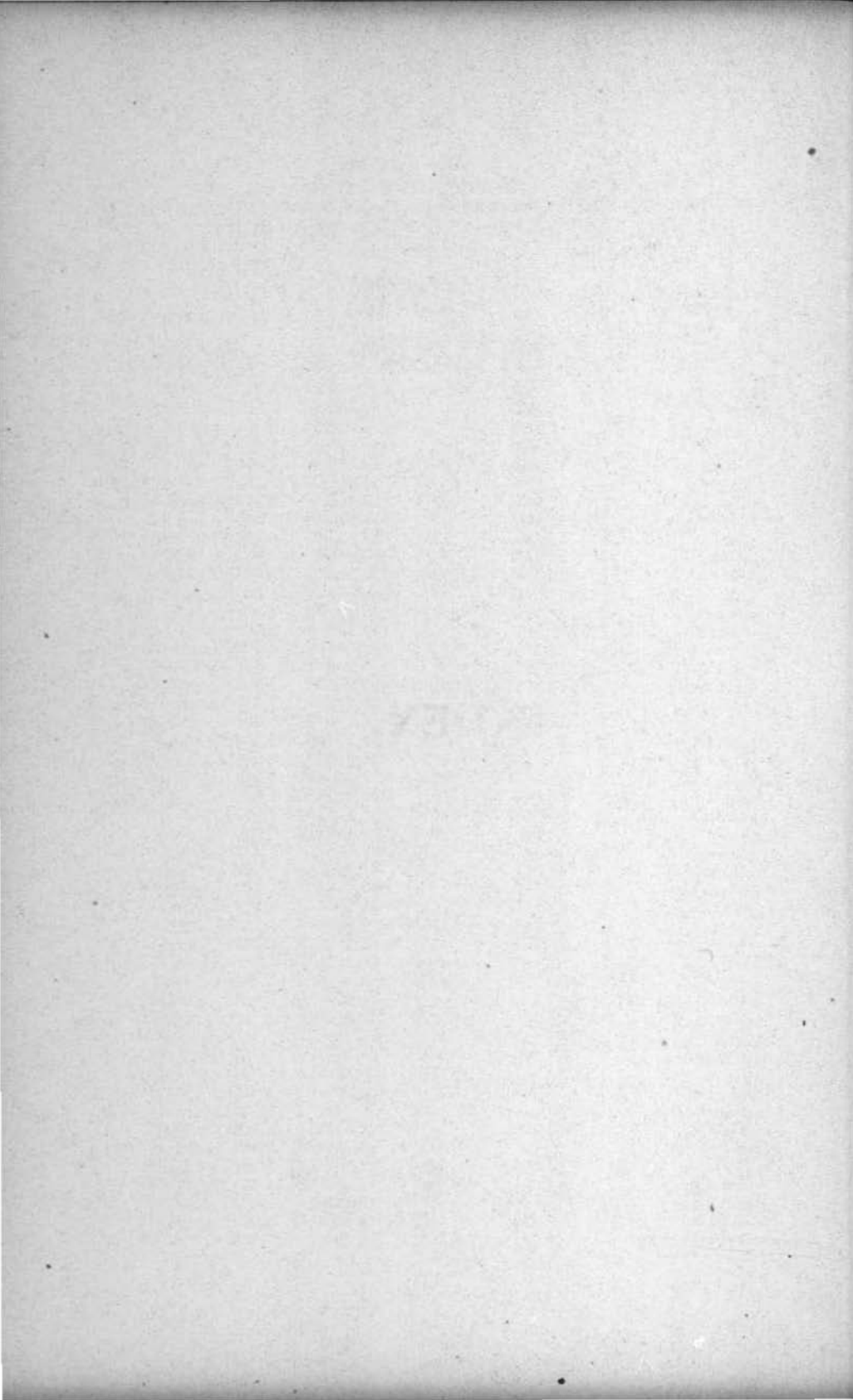
1909-1910. Counties.	Value of Buildings.		
	Total.	White.	Negro.
The State	\$1,901,054	\$1,722,308	\$ 178,746
Alachua	118,700	96,850	21,850
Baker	9,660	9,060	600
Bradford	20,210	19,975	235
Brevard	22,241	19,741	2,500
Calhoun	9,390	9,390	.....
Citrus	26,750	24,350	2,400
Clay	14,225	11,200	3,025
Columbia	43,565	39,050	4,515
Dade	28,700	27,100	1,600
DeSoto	54,100	53,550	550
Duval	234,350	210,900	23,450
Escambia	120,691	104,607	16,084
Franklin	9,936	7,600	2,336
Gadsden	25,950	25,950	.....
Hamilton	11,950	11,950	.....
Hernando	14,500	13,000	1,500
Hillsboro	202,000	195,200	6,800
Holmes	5,135	5,085	50
Jackson	42,270	42,045	225
Jefferson	14,030	9,350	4,680
Lafayette	18,995	18,145	850
Lake	21,455	20,155	1,300
Lee	11,100	10,950	150
Leon	44,560	29,760	14,800
Levy	14,786	13,260	1,526
Liberty	6,765	6,265	500
Madison	34,150	32,100	2,050
Manatee	38,225	37,875	350
Marion	64,200	46,525	17,675
Monroe	45,800	45,500	300
Nassau	23,055	19,405	3,650
Orange	73,945	69,030	4,915
Osceola	31,025	30,525	500
Palm Beach	66,275	64,500	1,775
Pasco	17,950	17,950	.....
Polk	72,695	68,305	4,390
Putnam	20,890	16,550	4,340
St. Johns	25,525	19,525	6,000
St. Lucie	19,550	17,950	1,600
Santa Rosa	33,150	32,400	750
Sumter	21,325	20,125	1,200
Suwannee	35,050	31,560	3,490
Taylor	26,250	25,250	1,000
Volusia	56,500	46,800	9,700
Wakulla	10,225	8,500	1,725
Walton	26,750	26,750	.....
Washington	12,505	10,695	1,810

TABLE XXVIII.—Value of Public School Property.
PART III.—Furniture and Apparatus Owned by County Boards.

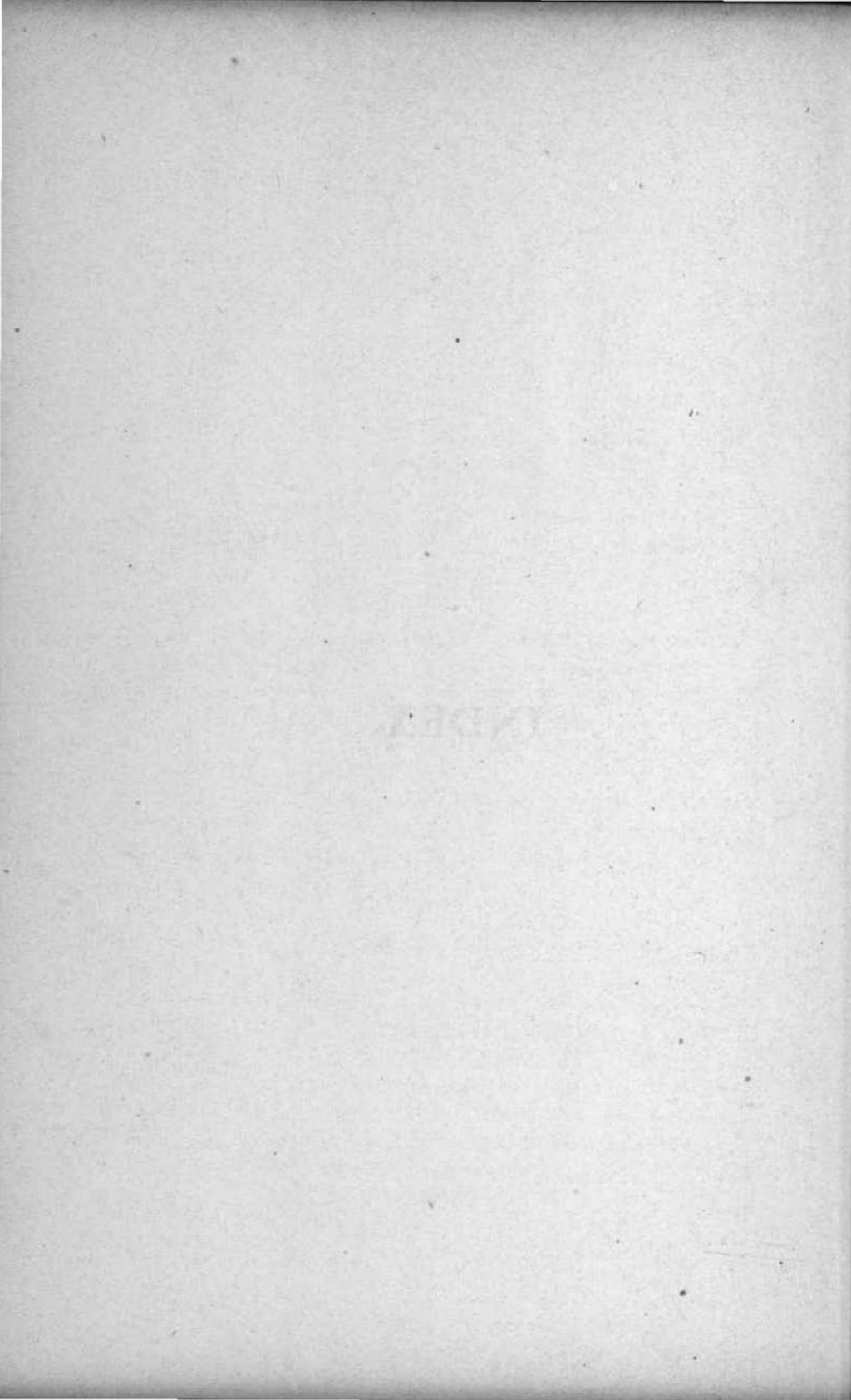
1909-1910. Counties.	Value of Furniture.				Value of Apparatus.		
	Total.	Total.	White.	Negro.	Total.	White.	Negro.
The State..	\$339,691	\$277,126	\$245,069	\$32,054	\$62,565	\$57,446	\$5,119
Alachua ...	15,699	14,420	11,058	3,362	1,279	1,242	37
Baker	2,952	2,805	2,570	235	147	145	2
Bradford ..	8,075	6,835	6,635	200	1,240	1,240	.....
Brevard ...	3,578	2,923	2,718	205	655	655	.....
Calhoun ...	2,635	2,385	2,385	.....	250	250	.....
Citrus	4,805	3,685	3,335	350	1,120	1,075	45
Clay	3,636	3,398	2,890	508	238	223	15
Columbia ..	8,585	6,370	5,715	655	2,215	1,815	400
Dade	9,035	6,215	5,555	660	2,820	2,490	330
DeSoto ...	12,785	9,485	9,445	40	3,300	3,260	40
Duval	25,755	23,775	18,855	4,920	1,980	1,745	235
Escambia ..	20,700	17,834	15,331	2,503	2,866	2,816	50
Franklin ...	2,838	2,564	2,289	275	274	274	.....
Gadsden ...	3,600	2,950	2,950	.....	650	650	.....
Hamilton ..	6,005	4,795	4,795	.....	1,210	1,210	.....
Hernando ...	2,670	1,910	1,775	135	760	670	90
Hillsboro ..	31,243	24,872	23,577	1,295	6,371	6,138	233
Holmes ...	1,667	1,248	1,248	.....	419	419	.....
Jackson ...	3,404	3,271	3,233	38	133	120	13
Jefferson ...	2,946	2,281	1,695	586	665	485	180
Lafayette ...	3,307	3,200	3,175	25	107	97	10
Lake	3,642	3,194	3,119	75	448	438	10
Lee	2,240	1,935	1,905	30	305	300	5
Leon	5,687	4,747	3,027	1,720	940	625	315
Levy	3,079	2,210	1,875	335	869	780	89
Liberty ...	2,282	1,912	1,712	200	370	360	10
Madison ...	7,825	5,730	5,230	500	2,095	1,995	100
Manatee ...	9,531	7,363	7,068	295	2,168	2,158	10
Marion ...	13,084	9,937	6,247	3,690	3,147	2,188	959
Monroe ...	3,575	3,385	3,035	350	190	150	40
Nassau ...	2,850	2,340	2,020	320	510	430	80
Orange ...	10,000	7,679	6,696	983	2,321	2,140	181
Osceola ...	5,831	5,231	5,216	15	600	600	.....
P'm Beach	6,954	3,689	3,185	504	3,265	3,226	39
Pasco	4,384	3,366	3,354	12	1,018	1,008	10
Polk	13,823	11,461	11,209	252	2,362	2,257	105
Putnam ...	3,976	3,056	2,211	845	920	841	79
St. Johns...	6,753	5,121	3,761	1,360	1,632	1,420	212
St. Lucie...	2,858	2,373	2,225	148	485	470	15
Santa Rosa	11,835	10,125	10,000	125	1,710	1,645	65
Sumter ...	2,825	1,925	1,785	140	900	745	155
Suwannee ...	7,992	6,465	5,740	725	1,527	1,397	130
Taylor	5,053	4,388	4,145	243	665	645	20
Volusia ...	13,875	11,280	9,180	2,100	2,595	2,125	470
Wakulla ...	2,175	1,770	1,515	255	405	345	60
Walton ...	4,822	3,688	3,670	18	1,134	1,134	.....
Washing'n	6,820	5,535	4,710	825	1,285	1,005	280

TABLE XXVIII.—Total Value of Public School Property.
PART IV.—Real Estate, Furniture and Apparatus.

1909-1910. Counties.	Total	Real Estate.		Owned by County Boards.	
		Not Owned by County Boards.	Owned by County Boards.	Furniture.	Apparatus.
The State	\$2,790,869	\$ 337,304	\$2,137,164	\$ 279,341	\$ 62,565
Alachua	47,854	80	32,075	14,420	1,279
Baker	3,352		400	2,805	147
Bradford	11,332		3,257	6,835	1,240
Brevard	29,654		26,076	2,923	655
Calhoun	15,120	1,975	10,510	2,385	250
Citrus	55,260		55,260	3,685	1,120
Clay	19,401	200	15,565	3,398	238
Columbia	61,190	795	49,595	8,585	2,215
Dade	64,680	820	54,825	6,215	2,820
DeSoto	73,740	510	60,445	9,485	3,300
Duval	343,125	83,020	234,350	23,775	1,980
Escambia	171,266	5,180	166,086	17,834	2,866
Franklin	16,274		13,436	2,564	274
Gadsden	40,381	5,648	31,133	2,950	650
Hamilton	33,470	14,960	12,505	4,795	1,210
Hernando	18,970		16,300	1,910	760
Hillsboro	368,682	84,900	252,539	24,872	6,371
Holmes	8,983	1,539	5,777	1,248	419
Jackson	50,519	3,415	43,700	3,271	133
Jefferson	27,036	9,115	14,975	2,281	665
Lafayette	24,466	1,082	20,077	3,200	107
Lake	29,167	1,220	24,305	3,194	448
Lee	19,815	550	17,025	1,935	305
Leon	60,057	2,265	52,105	4,747	940
Levy	19,621	1,050	15,492	2,210	869
Liberty	9,347		7,065	1,912	370
Madison	49,045		41,220	5,730	2,095
Manatee	56,716		47,185	7,363	2,168
Marion	87,401		74,317	9,937	3,147
Monroe	92,875	14,500	74,800	3,385	190
Nassau	28,505	435	25,220	2,340	510
Orange	101,605	1,195	90,410	7,679	2,321
Osceola	39,711	425	33,455	5,231	600
Palm Beach...	81,652		74,698	3,689	3,265
Pasco	25,436		21,052	3,366	1,018
Polk	100,963	2,420	84,720	11,461	2,362
Putnam	38,396	10,280	24,140	3,056	920
St. Johns	41,448	800	33,895	5,121	1,632
St. Lucie	26,408		23,550	2,373	485
Santa Rosa...	53,910	5,150	36,925	10,125	1,710
Sumter	25,100		22,275	1,925	900
Suwannee	46,631	575	38,064	6,465	1,527
Taylor	33,263	275	27,935	4,388	665
Volusia	148,045	60,000	74,170	11,280	2,595
Wakulla	13,070		10,895	1,770	405
Walton	37,802	3,410	29,570	3,688	1,134
Washington ..	40,125	19,515	13,790	5,535	1,285



INDEX.



INDEX.

A.

	PAGE.
Agriculture	25
Alachua County, General Report.....	23
Arbor Day, 1909	360
Arbor Day, 1910	366
Attendance	25

B.

Baker County, General Report.....	38
Board Members	48, 50, 127, 142, 145
Books, County Uniform System	110
Books, Free Text	76
Books, State Uniformity of Text.....	74, 118
Books, Text	48
Bradford County, General Report.....	38
Buildings..37, 38, 41, 42, 45, 49, 55, 59, 63, 66, 72, 75, 80, 87, 92, 93, 102, 103, 105, 110, 116, 117, 130, 134, 135, 154	

C.

Calhoun County, General Report.....	42
Certificates, Teachers'	126, 128
Certification of Teachers.....	151
Citrus County, General Report.....	44
Clay County, General Report.....	45
Columbia County, General Report.....	48
Compulsory Education	67, 74
Conference for Education Committees.....	155
Convention of County Superintendents and Other School Officers, 1909	247
Program	249
Proceedings	254

	PAGE.
Reports of Committees on Proposed Legislation	262-287
Report of Committee on Resolutions...	287-290
List of Those in Attendance.....	291
Corn-Growing Contest	27
Corn-Judging Contest	29
Course of Study.....	57, 79, 89, 125

D.

Dade County, General Report.....	51
DeSoto County, General Report.....	54
Detailed Description and Rules for Corn-Judging	31
Directions for Selecting and Judging Seed Corn	30
Districts, Special Tax..37, 42, 50, 55, 68, 73, 81, 83, 86, 88, 90, 91, 96, 103, 109, 113, 118, 120, 121, 124, 131, 134, 139, 142, 148, 153.	
Duval County, General Report.....	59

E.

Educational Campaign	143
Educational Needs of Colored Race.....	100
Educational Propaganda	64
Enrollment	59, 81, 116
Equipment	94
Escambia County, General Report.....	62
Examination Law	74
Examination Questions	137
Agriculture	330
Algebra	331
Arithmetic	323
Arithmetic, Primary	343
Biology	351
Bookkeeping	356
Botany	337

INDEX.

v

	PAGE.
Chemistry	350
Civil Government	333
Composition	325
Composition, Primary	344
Domestic Science	348
Drawing	347
French	352
Geography	326
Geography, Physical	332
Geography, Primary .....	.....
Geometry	334
German	354
Grammar, English	322
Grammar, English, Primary	343
History, United States	327
History, United States, Primary	345
History, General	338
Latin	341
Literature	339
Manual Training	348
Methods and Principles (Oral)	345
Methods and Principles (Written)	346
Music	349
Orthography	321
Physics	335
Physiology	328
Psychology	340
Reading	322
Rhetoric	340
Shorthand	356
Spanish	353
Theory and Practice.....	329
Trigonometry	335
Zoology	336
Examination Questions and Addresses of Holders of Certain Certificates.....	295

	PAGE.
State Certificates	298
State Life Certificates	302
First Grade Certificates	297
First Grade Life Certificates	304
Life Extension of First Grade Certifi- cates	308
Primary Certificates	312
Primary Life Certificates	309
Special Certificates	318
Second Grade Certificates.....	297
Third Grade Certificates.....	297
<i>F.</i>	
Finances.....39, 47, 54, 61, 64, 66, 91, 95, 101, 107, 111, 116, 122, 124, 129, 136.	
Financial Condition....38, 41, 42, 50, 73, 76, 84, 87, 103, 117, 131, 134, 140.	
Florida Agricultural and Mechanical Col- lege for Negroes	202
Attendance	202
Finances	205
Needs	205
Florida School for the Deaf and the Blind..	187
Attendance	187
Health	188
General Information	188
Social Life	192
Discipline of School.....	192
Domestic Department	192
Industrial Department	193
Manners and Morals.....	194
Improvements	194
Per Capita	196
Negro School	197
Order of the Day.....	197
School Days	197

INDEX.

VII

	PAGE.
Saturdays	198
Sundays	198
Financial	198
Conclusion	200
Florida State College for Women.....	176
College of Arts and Sciences.....	176
Normal School	177
Schools of Art, Music, Expression.....	179
Department of Home Economics.....	179
Administration Building	181
Dormitories	182
Campus	182
Enrollment	183
Laundry	184
Infirmary	185
Equipment	185
Franklin County, General Report.....	65
Funds	151
Furniture	104

G.

Gadsden County, General Report.....	69
Grading Committee	105, 125, 137
Graded Schools	139

H.

Hamilton County, General Report.....	72
Hernando County, General Report.....	75
High Schools. 24, 56, 71, 72, 83, 85, 91, 92, 137, 142, 145, 152	
High School Inspector's Report.....	207
Field Work, Department of Secondary Education	209
I. Collecting Data	209
II. Established High Schools.....	209
Plans and Methods of Work.....	210
The High School	211

	PAGE.
Schedule	215
Teachers	218
Salaries	219
High Schools Classified.....	220
Minimum Course of Study.....	221
English Scientific Course.....	222
Table I.—High Schools of the First Class, etc.	223
Table II.—High Schools of the First Class, etc.	226
Table III.—High Schools of the Second Class	229
Table IV.—High Schools of the Third Class	231
Table V.—Four-year High Schools Not Classified, etc.	235
Rural Schools	239
Table ...—Schools Enumerated	242
Hillsborough County, General Report.....	77
Holmes County, General Report.....	82
<i>I.</i>	
Industrial Instruction	80
Insurance	140
Institutes, Teachers'	79
Interest in Educational Matters.....	96
<i>J.</i>	
Jackson County, General Report.....	85
Jefferson County, General Report.....	87
<i>K.</i>	
Kindergartens	146
<i>L.</i>	
LaFayette County, General Report.....	89

INDEX.

IX

PAGE.

Lake County, General Report.....	91
Lee County, General Report.....	93
Legislation, Needed	107
Leon County, General Report.....	96
Levy County, General Report.....	102
Levy, County	40, 82, 88
Liberty County, General Report.....	103
Libraries	80, 106, 139
Loans	67

M.

Madison County, General Report.....	105
Manatee County, General Report.....	109
Marion County, General Report.....	112
Monroe County, General Report.....	115

N.

Nassau County, General Report.....	117
------------------------------------	-----

O.

One Mill Tax for Higher, etc.	74
Orange County, General Report.....	119
Organizations	111

P.

Palm Beach County, General Report.....	121
Pasco County, General Report.....	123
Polk County, General Report.....	125
Poll Taxes	67
Progress, etc.	118
Putnam County, General Report.....	127

R.

Register of State Superintendents.....	4
Repairs	104, 138

	PAGE.
Revenue	49
Rural Schools Merged.....	123

S.

Salary, Superintendents'	125
Salary, Teachers'.....43, 50, 76, 84, 90, 94, 107, 133,	136
St. Johns County, General Report.....	130
St. Lucie County, General Report.....	131
Santa Rosa County, General Report.....	132
Schools....39, 43, 46, 49, 73, 83, 91, 93, 102, 130, 132,	153
School Property	138
School Term	43, 56, 84, 106, 127, 137
Score Card for Corn.....	30
State Board of Education.....	4
State Superintendent—Observations	7
The Educational Outlook.....	7
Conference for Education in Florida...	7
General Creed and Declaration of Principles Announced	8
Funds for the Campaign.....	9
Campaign Inaugurated	9
Territory Covered	10
Speakers Employed	10
Some of the Results Accomplished.....	11
State Library Association.....	12
Women's School Improvement Associations	13
Public Health and School Sanitation Committee	13
Uniform Building Plans and Specifications	14
Teachers' Summer Training Schools....	15
State Spelling Contest.....	16
Educational Commission	18
Some of the Work of the State Superintendent of Public Instruction.....	19

INDEX.

XI

	PAGE.
Postage, Printing and Contingent Expenses	20
State Institutions of Higher Learning..	21
Legislative Recommendations Left to the Educational Commission	21
Sumter County, General Report.....	135
Supervision	61, 78
Suwannee County, General Report.....	138

T.

Table of Contents.....	5
Taylor County, General Report.....	141
Teachers....47, 50, 60, 70, 84, 92, 94, 102, 107, 110, 116, 133, 137, 140, 150.	
Teachers' Summer Training Schools—	
Part I—1909	373
Gainesville—White	373
Tallahassee—White	373
Tallahassee—Negro	374
Enrollment by Counties.....	375
Expenses—Salaries and Incidentals..	376-378
Resolutions of Tallahassee Summer Normal	378
Resolutions of Gainesville Summer Normal	379
Part II—1910	380
Gainesville—White	381
Tallahassee—White	381
Tallahassee—Negro	381
Enrollment by Counties.....	383
Expenses—Salaries and Incidentals..	384-385
Resolutions of Gainesville Summer Normal	386
Resolutions of Tallahassee Summer Normal	388
Transportation	47, 60, 81, 95, 114

	PAGE.
<i>U.</i>	
University of Florida.....	157
Attendance	157
Buildings and Gifts to the University..	159
I. The Graduate School.....	161
II. College of Arts and Sciences....	162
III. College of Agriculture.....	162
IV. College of Engineering.....	164
V. College of Law.....	165
VI. Sub-Freshman Class	167
VII. Experiment Station	168
VIII. Extension Division	169
General Recommendations	172
The Relation of the Two Higher Institu- tions, etc.	173
<i>V.</i>	
Visits	78
Volusia County, General Report.....	143
<i>W.</i>	
Wakulla County, General Report.....	147
Walton County, General Report.....	150
Washington County, General Report.....	152

INDEX OF STATISTICAL TABLES FOR CHAPTER IX., 1908-1909.

TABLE	I.—Total population, and school popula- tion.
-------	--

- TABLE II.—Number of schools, and the average length of term in days.
- TABLE III.—(a) Enrollment of pupils by race and sex.
(b) Percentage of school population (6 to 21) enrolled.
- TABLE IV.—(a) Average daily attendance of pupils.
(b) Percentage of enrollment in daily attendance.
- TABLE V.—(a) Aggregate number of days' schooling given.
(b) Average number of days' schooling given for every child 6 to 21 years of age.
- TABLE VI.—Educational status of pupils enrolled.
PART I.—Chart and first reader grades.
PART II.—Second and third reader grades.
PART III.—Fourth and fifth reader and higher grades.
- TABLE VII.—(a) Number of teachers' positions filled.
(b) Number of different teachers employed.
- TABLE VIII.—Grades of certificates held by teachers employed.
- TABLE IX.—Result of uniform examinations.
- TABLE X.—(a) Average age of teachers.
(b) Average months' experience.

TABLE XI.—Certain facts relative to teachers employed.

PART I.

PART II.

TABLE XII.—Highest and lowest monthly salaries paid teachers.

TABLE XIII.—Average monthly salaries paid teachers.

TABLE XIV.—Aggregate salaries paid teachers.

TABLE XV.—Taxation for schools in 1908.

PART I.—Assessed valuation of property; total school taxes paid; one-mill State tax.

PART II.—County school tax.

PART III.—Poll and District taxes.

TABLE XVI.—School Fund receipts of 1908.

PART I.—Their sources.

PART II.—Their sources (continued)

TABLE XVII.—Summary of expenditures of public school funds.

PART I.

PART II.

TABLE XVIII.—Expenditures for "schools proper," itemized.

PART I.—Total salaries of teachers, costs of lots, etc.

PART II.—Cost of furniture, apparatus, insurance, etc.

PART III.—Cost of fuel, free books, etc.

- TABLE XIX.—Expenditures for “administration,”
itemized.
PART I.—Cost of officials.
PART II.—Other expenditures.
- TABLE XX.—Showing financial condition of the
County Board, July 1, 1909.
- TABLE XXI.—Balance sheet, or summary of finan-
cial statements of County Boards.
PART I.—Debits.
PART II.—Credits.
- TABLE XXII.—Total cost of white schools.
- TABLE XXIII.—Total cost of negro schools.
- TABLE XXIV.—Per capita cost of schools: (a) Of
total population; (b) Of youth of
school age; (c) Of pupils enrolled.
- TABLE XXV.—Cost of schools and County Superin-
tendents: (a) Per capita cost per
pupil in daily attendance; (b) Cost
of County Superintendent; percent-
age cost of all teachers; (c) Visits
to schools by County Superinten-
dents.
- TABLE XXVI.—Number and kinds of public school
buildings, and number of rooms.
- TABLE XXVII.—Patent desks and blackboards in the
school.

TABLE XXVIII.—Value of public school property—

- PART I.—Real estate not owned by
County Boards.
- PART II.—Real estate owned by the
County Boards.
- PART III.—Furniture and apparatus
owned by County Boards
- PART IV.—Real estate, furniture and
apparatus.

(The numbers and headings of the statistical tables for
Chapter X, 1909-1910, correspond to the above.)